

MEMORANDUM

TO: Members of the Utah State Board of Education

FROM: Linda Recio
Project Director

DATE: August 31, 2001

RE: Preliminary Report of the USOE Efficiency and Effectiveness Study

Attached to this memo is MGT's Preliminary Report to the Utah State Board of Education (USOE) on the Efficiency and Effectiveness Study of the Utah State Office of Education. Dave Teater and I will be at your September 7, 2001 meeting to present the report.

As you review this report, we
call your attention to two important notations:

- The findings included in the report are preliminary and, for the most part, are limited to perceptual data. Findings and recommendations included in the final report will be based on documentation and analyses. Therefore, the findings and perceptions included should be considered subjective, and conclusions should not be drawn at this time.
- Additional data have been requested of the five state departments of education and will be included as benchmark data in the final report.

We will begin our extensive on-site review process the week of September 10th and will continue to conduct interviews with those of you who we have not yet met.

Should you have any questions, please call me at (850) 386-3191 or e-mail me at linda@mgtamer.com.

We look forward to meeting with you on Friday, September 7, 2001.

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**EFFICIENCY AND EFFECTIVENESS STUDY
OF THE UTAH STATE OFFICE
OF EDUCATION**

PRELIMINARY REPORT

SUBMITTED TO:

**MR. PATRICK OGDEN
ASSOCIATE SUPERINTENDENT FOR
AGENCY SERVICES
UTAH STATE OFFICE OF EDUCATION
250 EAST 500 SOUTH
SALT LAKE CITY, UTAH 84111**

SUBMITTED BY:

**MGT OF AMERICA, INC.
2123 CENTRE POINTE BOULEVARD
TALLAHASSEE, FLORIDA 32308**

August 31, 2001

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1.0 INTRODUCTION

1.0 INTRODUCTION

In June 2001, MGT of America, Inc., was awarded a contract to conduct an Efficiency and Effectiveness Study of the Utah State Office of Education (USOE). As stated in the Request for Proposals (RFP), the purpose of the Efficiency and Effectiveness Study is to conduct an external study designed to determine the degree to which the Utah State Office of Education (USOE) - the operational arm of the State Board - is efficiently and effectively meeting its constitutional and statutory responsibilities.

The RFP questions and areas of focus that the study must address include the following:

- Effectiveness

- To what degree is USOE carrying out all of its constitutional and statutory responsibilities?
- Is the USOE participating in activities or programs that are outside of its constitutional and statutory responsibilities?
- Are there activities or programs USOE is engaged in that are duplicating local school district efforts?
- Does USOE staff have the knowledge, skills, and experience needed to be effective?
- How can USOE improve its effectiveness?

- Efficiency

- Do resources (both human and monetary) match USOE responsibilities? (Is USOE over- or understaffed, over, or under budgeted?)
- How does USOE compare to other state education agencies in terms of costs, responsibilities, staffing, and funding?

- Focus

- The study will focus on services and activities of the USOE. The study does not include the State Office of Rehabilitation, the Schools for the Deaf and the Blind, and the Applied Technology Centers.
- It is anticipated that the contractor will study among other things: state law, State Board rules, USOE staffing patterns, job descriptions, office publications, budget, and expenditures. Possible sources of information include, but are not limited to: USOE staff, State Board members, district superintendents, contracted auditors, other district personnel, legislators, and legislative staff.

This document provides MGT's preliminary report as required in the RFP. The preliminary report represents the completion of Phases I and II outlined in MGT's work plan as submitted to the State Board of Education in our proposal dated May 1, 2001 (see Exhibit 1-1).

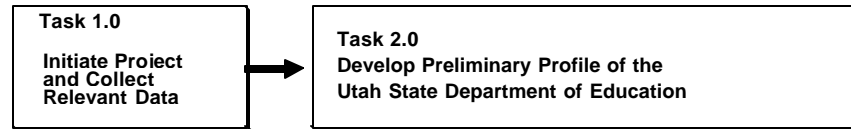
The sections which follow in this report contain the following:

- comparisons with other state offices of education;
- results of superintendent and principal surveys conducted by MGT;
- results of MGT's diagnostic review of the state agency.

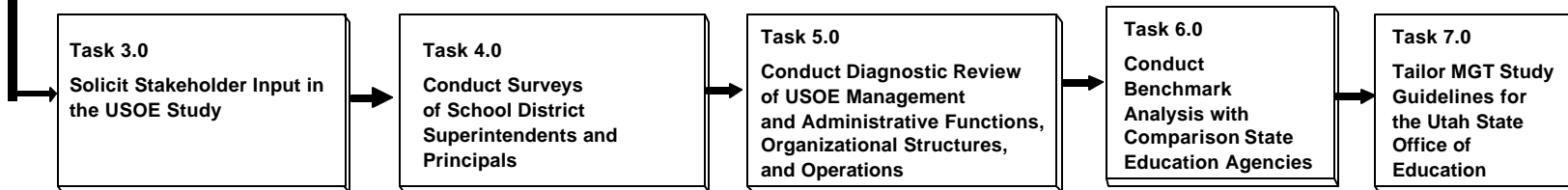
MGT's in-depth review will commence the week of September 10, 2001 and, as required, the final report will be submitted to the Utah State Board of Education by December 31, 2001.

EXHIBIT 1-1
OVERVIEW OF THE EFFICIENCY AND EFFECTIVENESS STUDY OF
THE UTAH STATE OFFICE OF EDUCATION

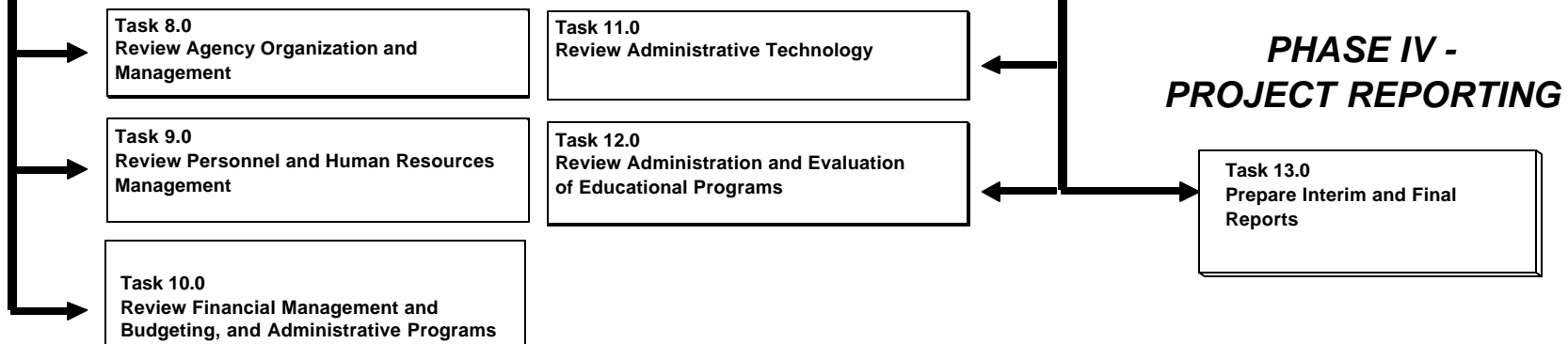
PHASE I - PROJECT INITIATION



PHASE II - STAKEHOLDER INVOLVEMENT AND DIAGNOSTIC REVIEW



PHASE III - IN-DEPTH ON-SITE STUDY



2.0 COMPARISONS OF STATE OFFICES OF EDUCATION

2.0 COMPARISONS OF STATE OFFICES OF EDUCATION

Five states were selected for comparison to the Utah State Office of Education (USOE). These states were selected in collaboration with senior managers in the USOE.

Our experience has found that such comparisons with other similar state offices of education provide valuable insights and often form a basis for determining efficient and effective practices for an organization interested in making improvements. For these comparisons to be meaningful, however, the comparison organizations must be chosen carefully. Ideally, a state office of education should be compared with others representing states that are not only similar in size, ethnicity, and revenue, but those that have similar organization and educational goals.

In making comparisons, the reader must remember that no two organizations serving school systems and state's educational needs are identical. Additionally, as comparisons are made, it is important for USOE and Utah officials to keep in mind that the data can be subjective, as different states have different operational definitions and self-reported data by various departments and school systems. When comparing information across databases of several states, a common set of operational definitions should be established so that comparable data are analyzed to the greatest extent possible. For example, an administrator in one organization may be categorized as a non-administrative coordinator in another organization. Efforts were made to secure operational definitions as MGT consultants conducted data research of comparison organizations and common databases as developed by the United States Government.

The five states selected by USOE officials for these comparisons are:

- Arizona
- Colorado
- Idaho
- Nevada
- Washington

Each of the state departments of education was contacted and web sites examined by MGT consultants to secure data for developing meaningful comparisons. The data request covered a broad range of department operations and organizational matters including:

- accountability information;
- mission/goals;
- various statistics related to pupil achievement, fiscal affairs, and other issues;
- organization of offices of education;
- information related to services provided schools, school districts, and other clients;

- professional standards and certification/licensure services;
- status of state superintendent/CEO/commissioner;
- information on governing board(s); and
- other pertinent data.

Other sources of information used for these comparisons include the United States Department of Education, U. S. Census Bureau, and the National Center for Education Statistics.

The information collected from these sources is compared in the following sections:

- 2.1 General Overview of Comparison States
- 2.2 Mission and Goals of the Comparison State Agencies
- 2.3 Governance
- 2.4 State Offices of Education Organization, Organizational Management, and Services
- 2.5 Financial Information
- 2.6 Personnel Management
- 2.7 Student Information
- 2.8 Summary

2.1 General Overview of Comparison States

The general overview presents information within which to frame other comparisons presented in this section and other chapters of this report. While the population numbers, ethnic and cultural data, economic indicators, and other information vary among the selected comparison states, Exhibit 2-1 presents much data showing the many commonalities that exist. This collection of demographic and other data should assist the reader in the identification of fundamental similarities and differences among the comparison states and between them and Utah and United States figures.

As presented, Exhibit 2-1 shows that:

- Utah has 82,144 square miles of land area and is equivalent to Idaho, smaller than Arizona and Colorado, and larger than Washington;
- with a population of 2,233,169, Utah has fewer people than all comparison states except Nevada;
- Nevada has the most rapid growth rate with a population change of 66.3 percent from 1990 to 2000, while Utah's rate was 29.6 percent;

**EXHIBIT 2-1
SELECTED FACTS FOR STATE OF UTAH,
COMPARISON STATES, AND USA**

FACT	UTAH	ARIZONA	COLORADO	IDAHO	NEVADA	WASHINGTON	USA
Land area (square miles)	82,144	113,635	103,718	82,747	109,826	66,544	3,537,441
Persons per square mile	27.2	45.2	41.5	15.6	18.2	88.6	79.6
Population	2,233,169	5,130,632	4,301,261	1,293,953	1,998,257	5,894,121	281,421,906
Population, percent change, 1990 to 2000	29.6%	40.0%	30.6%	28.5%	66.3%	21.1%	13.1%
Persons under 5 years old	9.4%	7.5%	6.9%	7.5%	7.3%	6.7%	6.8%
Persons under 18 years old	32.2%	26.6%	25.6%	28.5%	25.6%	25.7%	25.7%
Persons 65 years old and over	8.5%	13.0%	9.7%	11.3%	11.0%	11.2%	12.4%
White persons (a)	89.2%	75.5%	82.8%	91.0%	75.2%	81.8%	75.1%
Black or African American persons (a)	0.8%	3.1%	3.8%	0.4%	6.8%	3.2%	12.3%
American Indian and Alaska Native persons, (a)	1.3%	5.0%	1.0%	1.4%	1.3%	1.6%	0.9%
Asian persons (a)	1.7%	1.8%	2.2%	0.9%	4.5%	5.5%	3.6%
Native Hawaiian and Other Pacific Islander (a)	0.7%	0.1%	0.1%	0.1%	0.4%	0.4%	0.1%
Persons reporting some other race (a)	4.2%	11.6%	7.2%	4.2%	8.0%	3.9%	5.5%
Persons reporting two or more races	2.1%	2.9%	2.8%	2.0%	3.8%	3.6%	2.4%
Female population	49.9%	50.1%	49.6%	49.9%	49.1%	50.2%	50.9%
Persons of Hispanic or Latino origin (b)	9.0%	25.3%	17.1%	7.9%	19.7%	7.5%	12.5%
White persons, not of Hispanic/Latino origin	85.3%	63.8%	74.5%	88.0%	65.2%	78.9%	69.1%
High school graduates, persons 25 years and over, 1990	764,006	1,810,097	1,779,016	479,505	622,010	2,620,607	119,524,718
College graduates, persons 25 years and over, 1990	199,753	466,873	568,256	106,135	120,640	716,969	32,310,253
Persons per household, 2000	3.13%	2.64	2.53	2.69	2.62	2.53	2.59
Households with persons under 18 years	45.8%	35.4%	35.3%	38.7%	35.3%	35.2%	36.0%
Median household money income, 1997 model-based estimate	\$38,884	\$34,751	\$40,853	\$33,612	\$39,280	\$41,715	37,005
Persons below poverty, percent, 1997 model-based estimate	10.0%	15.5%	10.2%	13.0%	10.7%	10.2%	13.3%
Children below poverty, percent, 1997 model-based estimate	12.5%	23.2%	14.6%	17.3%	15.5%	15.2%	19.9%

Source: Prepared by MGT of America from U.S. Census Bureau, State and County Quick Facts Data derived from Population Estimates, 2000 Census of Population and Housing, 1990, Census of Population and Housing, Small Area Income and Poverty Estimates, County Business Patterns, 1997, Economic Census, Minority- and Women-Owned Businesses, Building Permits, Consolidate Federal Funds Report, 1997, Census of Government, 2001.

(a) Includes persons reporting only one race

(b) Hispanic may be of any race, so also are included in applicable race categories.

- Utah, with a population of 27.2 persons per square mile, is 52.4 persons less than the national average and exceeds only Idaho and Nevada;
- Utah and all comparison states exceed the United States percent of population changes for 1990-2000;
- Utah's percentage of youthful population (persons under five years and 18 years of age) exceeds all comparison states and the United States percentage averages of the population -- however, Utah's over 65 years of age population (8.5 percent) is 3.9 percentage points lower than the United States average and lower than all comparison states;
- Utah's population is composed of 89.2 percent White (85.3 percent White, not of Hispanic/Latino origin) which is higher than all comparison states except Idaho (91 percent);
- while the United States has 12.3 percent of the population reported as Black or African American, Utah (.8 percent) and Idaho (.4 percent) are lowest among the comparison states;
- Utah with 1.3 percent American Indian and Alaskan Native population is exceeded only by Arizona (5.0 percent) and Washington (1.6 percent) among the comparison districts;
- Utah, with 1.7 percent Asian population, is less than the United States average (3.6 percent) and exceeded by three comparable states including Colorado (2.2 percent), Nevada (4.5 percent), and Washington (5.5 percent);
- Native Hawaiian and other Pacific Islander population represents a negotiable percent of the population (less than .7 percent) for all states reported;
- Arizona population figures show the highest percentages (11.6 percent) of persons of other race(s) with Colorado and Nevada (7.2 and 8.0 percentages, respectively) also exceeding Utah's 4.2 percent;
- there is no significant variation in percentages of population reporting a heritage of two or more races;
- nine percent of Utah's population is reported as Hispanic or Latino origin while Arizona (25.3 percent), Colorado (17.1 percent), Nevada (19.7 percent), and the United States average (12.5 percent) are greater;
- Utah, while ranking third largest in population, also has the third largest number of persons 25 years and older as high school graduates;

- only one comparison state (Idaho) has fewer college graduates 25 years and over;
- at 3.13 persons per household, Utah outranks all comparable states and the United States average of 2.59 persons;
- forty-five and eight-tenths (45.8) percent of Utah's households are inhabited by persons under 18 years of age - higher than any of the comparable states and the United States average;
- Utah's medium household money income is \$38,884 and is exceeded by Colorado (\$40,853), Nevada (\$39,280), and Washington (\$41,715);
- ten percent of Utah's persons are listed as below the poverty level, lower than all comparable states and the United States average of 13.3 percent; and
- all comparable states and the United States average for percent of children below the poverty level exceed the Utah rate (12.5 percent).

Additionally, Exhibit 2-1 provides total population figures for each state and an examination of student membership statistics and rankings. Exhibit 2-2 provides a direct parallel for the student population in each state.

**EXHIBIT 2-2
STUDENT MEMBERSHIP AND RANKING FOR
UTAH AND COMPARABLE STATES
FALL 1999**

STATE	MEMBERSHIP	RANK
Utah	480,255	4
Arizona	852,612	2
Colorado	708,109	3
Idaho	245,331	6
Nevada	325,610	5
Washington	1,003,714	1

Source: Prepared by MGT of America from United States Department of Education, National Center for Education Statistics, Common Core of Data, 2001

Exhibit 2-2 shows the total student membership and related ranking for Utah and the five comparable states. The exhibit shows:

- the range of student membership is from a high of 1,003,714 (Washington) to a low of 245,331 (Idaho); and
- Utah ranges fourth in membership with a total of 480,255 students.

2.2 Mission and Goals of the Comparison State Agencies

Each state has developed mission, goals, objectives, or other statements of standards or expectations designed to provide focus for the state organization, school districts, and schools within the state.

2.2.1 Utah

As stated in the Utah State Board of Education's Web site, 1999 Legislation requires the:

...State Board of Education {to} have ongoing strategic planning for {the public} education system; and. . . complete its first written plan by September 1, 2000, and . . . subsequent plans by September 1 in each third year{;} the board shall submit a copy of {the} written plan in the appropriate year to the Strategic Planning for Public and Higher Education Committee and the Utah Tomorrow Strategic Planning Committee. . . {The} strategic plan shall include at least the following components: the respective education system's mission; system goals that address issues critical for accomplishing the mission; the objectives to be accomplished during the years following submission of the strategic plan; action plans specifying the means of accomplishing the goals and objectives, including proposed statutes, policies, programs, and initiatives; and performance measures required to report on the accomplishment of goals and objectives and the implementation and outcomes of action plans {53A-1a-102}.

According to the Utah State Board of Education's Web site, the mission of Public Education in Utah is:

...to be a world leader in providing the opportunities and instructional support for each student to gain the basic knowledge, understanding, and life skills necessary to be a literate, civil, responsible, and contributing citizen in a diverse, changing, and integrated society, with the understanding that basic knowledge includes the arts, humanities, and sciences as defined by the State Core Curriculum; life skills are defined as lifelong learning, complex thinking, effective communication, responsible citizenship, employability, character development, and ethics; and literate means the ability to use words and numbers to communicate and apply basic knowledge.

In a message from the State Superintendent, written for the Annual Report of the State Superintendent of Public Instruction, 1998-99, he states:

The updated mission of public education in Utah is that it be a world leading in providing the opportunities and instructional support for each student to gain the basic knowledge, understanding, and life skills necessary to be a literate, civil, responsible, and contributing citizen in a diverse, changing, and integrated society. In this context, basic knowledge includes arts, humanities, and sciences as defined by the State Core Curriculum; life skills are defined as lifelong learning complex thinking, effective communication, responsible citizenship, employability,

character development, and ethics; and literate means the ability to use words and numbers to communicate and apply basic knowledge. To fulfill this mission, the USBE selected 12 goals. These goals reflect participation with the Public and Higher Education Strategic Planning Task Force and the internal planning of the State Board and USOE. Utah's 40 school districts, public schools, and four regional service areas are aligning their plans with the updated State Strategic Plan.

The Utah State Board of Education has selected 12 goals (as noted in *Annual Report of the State Superintendent of Public Instruction, 1998-99*) which state education policy and how related strategies and actions will be directed. These goals include input from the Public and Higher Education Strategic Planning Task Force as well as from internal planning of the State Board of Education. Exhibit 1-3 presents the 12 goals.

2.2.2 Arizona

Arizona's educational governance is organized into several boards (see Section 2.3 of this chapter) each assigned specific missions. These include the following boards and responsibilities as identified on the Arizona Department of Education Website:

- State Board of Education – to aggressively set policies that foster excellence in public education;
- State Board for Charter Schools – the State Board for Charter Schools is established consisting of members specified in law representing specific bodies or constituencies for purposes of sponsoring Charter Schools and recommending legislation pertaining to Charter Schools;
- State Board for Vocational and Technology Education – (mission not provided); and
- Arizona School Facilitative Board – implement Arizona's "Student's First" school capital finance program funded by revenues from the state transaction privilege (sales) tax.

2.2.3 Colorado

The Colorado State Board of Education has set statewide goals for improvement of education. However, the emphasis is upon each local district's developing their own goals and accountability program tailored to its community and consistent with the state's goals.

In December 2000, the State Board of Education adopted a resolution stating a "Commitment to a Strong Academic Education" that included the following provisions:

EXHIBIT 2-3
TWELVE GOALS OF THE UTAH STATE BOARD OF EDUCATION

1. We will eliminate the negative impacts of large class size through innovative approaches to staffing, technology, scheduling, facilities and funding.
2. We will redesign the middle and junior high schools to address the unique developmental needs of students at that level.
3. We will provide for safe, orderly schools which teach and encourage civil and ethical behavior.
4. We will enrich the educational experience for all students by recognizing and valuing the diversity within the students, staff, and patrons of all schools.
5. We will significantly increase opportunities for relevant professional development of Utah's educators and include appropriate accountability procedures.
6. We will create a culture in all schools that encourages parental involvement and is responsive to their concerns.
7. We will define high standards for student performance and align them with assessment and accountability procedures.
8. We will support and encourage parents in their efforts to provide preschool literacy and readiness opportunities for their children.
9. We will increase the accessibility and use of appropriate technology in every school.
10. We will strengthen communication relative to the mission, goals and progress of public education in Utah.
11. We will expand and strengthen school/business partnerships that support our mission.
12. We will continue to emphasize the relevance of education for each student through such personalized mechanisms as the Student Education Plan (SE).

Source: Utah State Board of Education Web Site, 2001.

- Schools are primarily institutions of learning and shall not be diverted from this noble mission by attempting to meet every non-academic need of students;
- children are not a resource for the state;
- business should not be required or pressured by incentives or disincentives to participate in career programs;
- government controlled economies have historically failed and free market economies have flourished;
- diplomas shall be determined at the local level;
- graduation shall be based on completion of study of core academics and non-academics shall be a voluntary nature. Vocational directions shall be exclusively the free choice of individual students; and
- the Colorado State Board of Education upholds the American Free Enterprise System and supports a strong well-rounded academic education which offers all students the foundation to succeed in whatever postsecondary education or vocation they should choose to pursue.

The Colorado State Board has committed to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements:

- high standards for what students must know and be able to do;
- challenging assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well schools serve children; and
- rigorous accountability measures that tie the accreditation of school districts to high student achievement.

These elements have resulted in the establishment of one primary goal related to academic standards- - - "to establish for all students in Colorado a public education system that promotes high academic achievement through quality content standards."

2.2.4 Idaho

The overall goal of the Idaho State Board of Education is to provide an effective, integrated educational system that serves the needs of all Idahoans. The State Board of Education of Idaho has adopted the following missions/goals statement:

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public

primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states and countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are high quality, accessible, relevant, and efficient. To that end, the Board has adopted the following goals and objectives for the education system:

- *direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry;*
- *provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners;*
- *ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government; and*
- *ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.*

This mission/goal statement is based upon specific administrative rules of the State Board and the following stated vision:

The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Implementation of these statements is framed in the Statewide Strategic Plan (2000-2005) and is reflected in a series of objectives. Accountability is determined through statewide existing standards/assessments for public school students.

2.2.5 Nevada

In 1997 and 1999, the Nevada Legislature passed major education reform legislation. A major emphasis of this legislation was to create standards to help improve the academic achievement of Nevada's students.

To accomplish this goal, the Nevada Council to Establish Academic Standards for Public Schools was established. This council was charged with establishing high, measurable standards in English language arts, mathematics and science. They are similarly

charged with establishing standards in social studies, computer and technology education, health and physical education and the arts.

The council promoted in the development of a strategic plan to guide the work of the Nevada Department of Education. The following eight key long-term objectives have been adopted:

- *to ensure equal access to educational services for all Nevada students, recognizing the changing population and demographics;*
- *to ensure that all students acquire ability to be lifelong learners, problem solvers, and citizens able to adapt to the changing world and contribute to society;*
- *to ensure that every high school student possesses the skill and ability to earn a high school diploma;*
- *to ensure that all children will start school ready to learn;*
- *to establish standards and programs for students that ensure high achievement;*
- *to ensure the health and safety of Nevada public school students;*
- *to strengthen stakeholders' involvement in public education; and*
- *to improve the Department of Education's capacity and effectiveness in implementing the strategic plan.*

Accountability in Nevada involves activity in the following six defined areas:

- *Standards, Curricula, and Assessments: Schools that have the highest expectations for the accomplishments of all learners, preparing students for future work, education and community life.*
- *School Health, Safety, and Nutrition: Students who are safe, well-nourished, healthy, and ready to learn.*
- *Educational Equity: Schools that welcome all learners, valuing the diversity that makes each student a unique member of the community of learners.*
- *Human Resources and Licensure: Schools where professionals are admired for their commitment to students, respected for their craft as educators and trusted in their roles as decision makers.*
- *School Improvement and Workforce Education: Schools that have a clear vision for educational excellence, linkages to the community and the capacity to engage in continuous self-renewal to make the vision possible for all learners.*

- *Finance and Accountability: An effective and efficient system for finance and accountability in leading Nevada's citizens in accomplishing lifelong learning and educational excellence.*

2.2.6 Washington

The mission of Washington State Board of Education is stated as “providing leadership, support, and advocacy, so that each student achieves success in school and life.”

The 1999 Legislature created the Academic Achievement and Accountability Commission to provide oversight of Washington's K-12 educational accountability system. The Education Reform Act outlines the state's learning goals. This has resulted in the establishment of the Essential Academic Learning Requirements that represent targets for students and teachers, development of an assessment system measuring both teacher and student performance, and holding students, teachers, schools, and districts accountable for better performance and results.

The State of Washington's goals are reflected through the following:

- *goals/targets – adoption and revisions of performance improvement goals in reading, science, and mathematics by subject and grade level;*
- *identify the scores students must achieve in order to meet standards on the Washington Assessment of Student Learning; also determine student scores for levels of student performance below and above the standard;*
- *successful schools/districts adoption of objective, systematic criteria to identify successful schools and school districts;*
- *incentives/rewards identify performance incentive systems that have improved, or have the potential to improve, student achievement and recommend policies to the Legislature;*
- *targeted and general assistance adopt objective, systematic criteria to identify schools and school districts in need of assistance and recommend policies to the Legislature and others regarding additional assistance measures for students and schools; and*
- *intervention – adopt objective, systematic criteria to identify schools and school districts in which significant numbers of students persistently fail to meet state standards.*

2.2.7 Summary

A review of the comparable state documents containing mission, goals, objectives, standards, and other similar statements indicates that each state is focusing on increasing student academic performance. Colorado, Idaho, and Nevada provide more

definitive information related to how state mission and goals are articulated. Arizona's information is not as detailed. Colorado's focus upon accountability and emphasis upon local (school and school district) involvement in goal setting appears to be stronger than Utah and the other comparable states. All states included reference to student performance measures as a means to establish accountability. Arizona's evidence of this is found in documents containing standards for subject areas and individual courses while other state boards include reference within published documents to missions, goals, objectives, standards, and similar statements.

2.3 Governance

Most of the comparison states and Utah are governed by an elected board of education. Exhibit 2-4 shows the membership numbers and the overall selection process. The exhibit shows that:

- Utah has the largest board membership with 15 members, and two additional non-voting members of the Board of Regents added in Summer 2001, for a total of 17;
- three states (Arizona, Colorado and Idaho) have seven members;
- two states, Nevada and Washington, have 11 members;
- Idaho and Washington's state superintendents of schools are ex-officio members: Idaho's will full voting powers and Washington's with tie-breaking voting authority;
- Utah and Washington each have non-voting student representation; and
- six of Idaho's members are appointed.

Differences exist in governance responsibilities between Utah and comparison State Boards of Education and among the comparison states.

**EXHIBIT 2-4
STATE BOARD OF EDUCATION
MEMBERSHIP AND SELECTION PROCESS**

STATE	NUMBER OF MEMBERS	ELECTED	APPOINTED
Utah	17 ⁽¹⁾	X	X
Arizona	9	X	
Colorado	7	X	
Idaho	7	⁽³⁾	X
Nevada	11	X	
Washington	11 ^{(2) (3)}	X	

Source: Prepared by MGT of America from Utah, Arizona, Colorado, Idaho, Nevada, State Offices of Education Web site; and Washington State Board of Education Office, 2001.

(1) Includes two additional non-voting members of the Board of Regents added in Summer 2001.

(2) Includes two non-voting student members.

(3) The elected state superintendent sits as an ex-officio member.

2.3.1 Utah

Article X, Section 1, 2 and 3 of the Constitution of the State of Utah defines the public school system and vests general control and supervision in the State Board of Education. Exhibit 2-5 describes these provisions and shows that:

- the public education system includes all public elementary and secondary schools;
- the public education system includes other schools and programs as designated by the Legislature;
- general control and supervision of public education is vested with a State Board of Education; and
- the State Board appoints a State Superintendent of Public Instruction.

The laws of Utah prescribe responsibilities for the State Board of Education including ongoing strategic planning, policy development, and the establishment of goals.

2.3.2 Arizona

The powers and duties of the Arizona State Board of Education are prescribed in Arizona Statute 15-203. The statute contains 27 specific provisions and six primary areas of authority for governing public education, including:

- Contracts;
- Sue and be sued;
- Distribute and score the tests prescribed in law;
- Provide for an advisory committee and administrative law judges to conduct hearings to determine whether grounds exist to impose disciplinary actions against a certificated person and whether grounds exist to reinstate a revoked or surrendered certificate. The board may delegate its responsibility to conduct hearings to its advisory committee and to administrative law judges. Hearings shall be conducted pursuant to [law].
- Proceed with the disposal of any complaint requesting disciplinary action or with any disciplinary action against a person holding a certificate as prescribed [by law] after the suspension or expiration of the certificate or surrender of the certificate by the holder.
- Assess costs and reasonable attorney fees against a person who files a frivolous complaint or who files a complaint in bad faith. Costs assessed pursuant to this paragraph shall not exceed the expenses incurred by the state board in the investigation of the complaint.

**EXHIBIT 2-5
ARTICLE X SECTIONS 1, 2, AND 3,
OF THE CONSTITUTION OF
THE STATE OF UTAH**

Article X. Education

Sec. 1. [Free nonsectarian schools.]

The Legislature shall provide for the establishment and maintenance of the state's education systems including: (a) a public education system, which shall be open to all children of the state; and (b) a higher education system. Both systems shall be free from sectarian control.

July 1, 1987

Sec. 2. [Defining what shall constitute the public school system.]

The public education system shall include all public elementary and secondary schools and such other schools and programs as the Legislature may designate. The higher education system shall include all public universities and colleges and such other institutions and programs as the Legislature may designate. Public elementary and secondary schools shall be free, except the Legislature may authorize the imposition of fees in the secondary schools.

November 8, 1910

July 1, 1987

Sec. 3. [State Board of Education.]

The general control and supervision of the public education system shall be vested in a State Board of Education. The membership of the board shall be established and elected as provided by statute. The State Board of Education shall appoint a State Superintendent of Public Instruction who shall be the executive officer of the board.

July 1, 1987

Source: Article X. Section 1,2, and 3 of the Constitution of the State of Utah, Excerpt from the USOE Web site, 2001.

The State Board of Education is responsible for the supervision of the state Superintendent of Public Instruction.

As noted in Subsection 2.2.2, Arizona has additional state boards, each with missions and separate responsibilities. These boards include the State Board for Charter Schools, State Board for Vocational and Technical Education, and Arizona School Facilities Board. In addition, higher education is governed by a Board of Regents and a State Board of Directors for Community Colleges of Arizona.

2.3.3 Colorado

The Colorado State Board of Education derives its powers from Article IX of the Colorado State Constitution and is charged with the general supervision of public schools. The powers and duties of the State Board are described in Section 22-2-105 through 109 of the Colorado Revised Statutes. As the governing board of the Colorado Department of Education, the State Board:

- provides educational leadership for the state;
- appoints the Commissioner of Education;
- employs personnel of the Department of Education;
- approves the Department of Education budget;
- makes rules, regulations, and policies that govern the Colorado Department of Education, public education including pre-kindergarten through 12th grade, adult education, and public libraries;
- accredits public school districts;
- facilitates the provision of library services to the citizens of Colorado through the State Library;
- distributes state and federal funds;
- regulates educator licensing;
- supervises adult basic education and public libraries;
- appoints advisory committees;
- grants waivers of Colorado education law and regulations;
- exercises judicial authority with regard to appeals by charter schools; and
- submits recommendations for educational improvements to the General Assembly and Governor.

Under Colorado law, the State Board of Education has a duty to promulgate and adopt policies, rules, and regulations concerning general supervision of the public schools, the Department of Education, and educational programs maintained and operated by all state governmental agencies for persons who have not completed the 12th grade level of instruction.

2.3.4 Idaho

The Idaho State Board of Education, as the designated policy making body for the institutions and agencies under its governance, has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 et seq. of the Idaho Code. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. That responsibility is clearly delegated to the respective chief executive officers. Members of the Board, as representatives of the state of Idaho and its citizens, may exercise official authority only when the Board is in session or when they are acting on behalf of Board pursuant to its direction.

The Idaho Legislature sets the framework for the system of education governance. Among the educational measures enacted by the Legislature is the official establishment of a State Department of Education with responsibility in a variety of areas, including:

- school lunch program;
- school transportation;
- teacher certification;
- curriculum development; and
- other public school concerns.

The Idaho public education system, over which the Board is responsible, consists of the following institutions and agencies:

- all public primary/secondary schools;
- school for the deaf and the blind;
- state universities and colleges (some have local boards);
- Division of Professional-Technical Education;
- Idaho Education Public Broadcasting System;
- Division of Vocational Rehabilitation;
- Idaho State Library (has a board appointed by the State Board);

- Idaho State Historical society (has a board appointed by the State Board);
- State Department of Education;
- Office of the State Board of Education; and
- Museum of Natural History.

The Idaho State Board of Education appoints and directs the work of the Executive Director for the State Board of Education.

2.3.5 Nevada

The Nevada State Board of Education acts as an advocate for all children and sets the policy that allows every child equal access to educational services, provides the vision for the educational system and works in partnership with other stakeholders to ensure high levels of success for all in terms of job readiness, graduation, ability to be lifelong learners, problem solvers, citizens able to adapt to a changing world and contributing members of society. The State Board of Education is responsible for public education and directs the work of the State Superintendent of Public Instruction. In this role the Board establishes policies in a number of areas, including:

- organizational structure of the Nevada Department of Education;
- educational equity;
- finance and accountability;
- school health, safety, and nutrition;
- human resources and technology;
- licensure;
- standards, curriculum, and assessment; and
- workforce education.

2.3.6 Washington

The Washington State Board of Education is constituted by the Legislature, restructured most recently in 1992. Through state statutes, the State Board of Education has been assigned policy development powers and duties. These include the following major policy areas:

- broad authority for the preparation and certification of teachers, administrators (principals, district program administrators,

superintendents), and educational staff associates (school counselors, school psychologists, etc.);

- funding distribution authority for state matching funds for school construction (both new construction and modernization projects);
- establishing state minimum high school graduation requirements (reviewed approximately every ten years);
- school accreditation--by law, the “system” is voluntary and cannot be mandated by the Board;
- private school approval--technically, private schools are required by law to seek Board approval to operate (Neither the Board nor SPI has the resources to check on every school);
- school district boundaries with final determination assigned to the regional committees on school district organization; and
- monitor and determine school district compliance with requirements and consider and grant waiver.

Additionally, the State Board has responsibility for other policy areas, including:

- conduct elections for ESD boards;
- determine qualifications for school bus drivers;
- establish immunization requirements;
- set uniform entry age requirements to kindergarten and first grade;
- pupil safety procedures;
- central purchasing;
- real property sales contracts;
- pupil discipline and due process provisions;
- annually approve the eligibility standards handbook for interscholastic activities;
- courses of study and equivalencies;
- parents’ rights regarding pupil testing and record keeping;
- library media centers;
- teachers’ responsibilities;

- approve standardized tests used by home school parents; and
- approve education centers.

2.3.7 Summary

A review of comparable states and Utah's governance provisions identifies a significant number of commonalities. These include major responsibility for policy development, establishing student performance standards, and establishing and monitoring the accountability process(es).

Differences among the states include the scope of governance. Some are limited to Pre-K through Grade 12 public education; others include postsecondary education; and one has powers over libraries, historical organizations, and a natural museum along with a State Department of Education.

2.4 State Offices of Education - Organization, Organizational Management, and Services

Each state has established an office of education as provided by their respective constitutions and legislated mandates. Each office is administered by either an elected or appointed executive officer with powers and duties as prescribed by statute and state board policies.

Exhibits 2-6 through 2-10 present the organizational charts for the state office/department of education in the states of Utah, Colorado, Idaho, Nevada and Washington. A current organizational chart was unavailable for Arizona; however, a listing of functional areas is included within the appropriate subsection and assists in understanding the organization of this state agency.

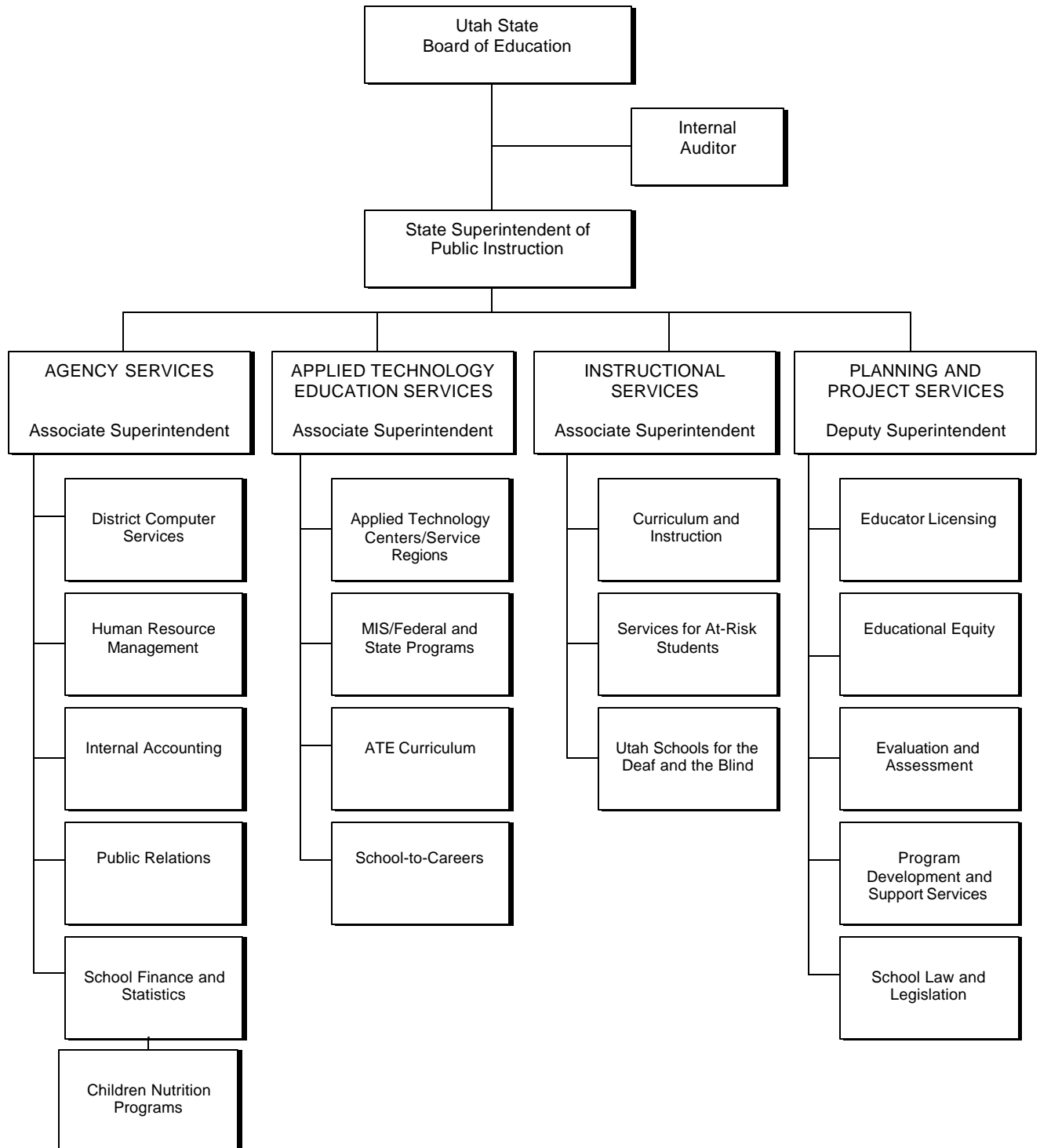
2.4.1 Utah

The Utah State Office of Education is overseen by the Board appointed Utah State Superintendent of Public Instruction. The Superintendent, serving at the pleasure of the Board, is in his third year of employment.

Exhibit 2-6 shows the organizational structure of the Utah State Office of Education. As shown, USOE has an:

- four primary divisions are administered by three associate and one deputy superintendent positions;
- the Associate Superintendent of Agency Services oversees the Children Nutrition Programs, District Computer Services, Human Resource Management, Internal Accounting, Public Relations, and School Finance and Statistics;

**EXHIBIT 2-6
UTAH STATE OFFICE OF EDUCATION
ORGANIZATION STRUCTURE**



Source: Utah State Office of Education, Office of Public Relations, 2001.

- the Associate Superintendent of Applied Technology Education Services oversees the Applied Technology Centers/Service Regions, Federal Programs, School District ATE Programs, School-to-Careers, and Student Services;
- the Associate Superintendent of Instructional Services oversees Curriculum and Instruction, Services for At-Risk Students, and the Utah School for the Deaf and the Blind; and
- the Deputy Superintendent of Planning and Project Services oversees Educator Licensing, Educational Equity, Evaluation and Assessment, Program Development and Support Services, and School Law and Legislation, and a section responsible for educator licensing.

There are four regional service centers (education cooperatives) in Utah:

- Central Utah Educational Services (CUES);
- Northeastern Utah Educational Services (NUES);
- Southeast Educational Service Center (SESC); and
- Southwest Educational Development Center (SWEC).

These four centers (established in the 1960s) provide services that school districts may be unable to provide on their own for 26 rural school districts. The centers provide services based on need or at a district's request. Each Center is administered by a Director and are staffed with from six members in the SESC up to a total of 12 staff members in SEDC. A portion of the Center funding is received from a state allotment; however, the majority of the Center budgets is paid by the member districts and other state organizations that choose to participate in different cooperative initiatives.

Each Center is governed by a Board consisting of the superintendent of each of the districts served. All Center Directors are on the Board of the Utah Rural Schools Association. Center services vary from region-to-region and as directed by their respective Boards. Some of the services offered include educational video services, computer repair, technology support, assistance in managing internet connections, an internet help desk, web based e-mail, distance learning, special education, speech and hearing, a reading specialist, cooperative purchasing, drivers education simulators, and technology training. Additionally, the Centers assist in sponsoring a statewide conference each summer attended by an estimated 500 to 600 educators.

2.4.2 Arizona

While Arizona was unable to provide a current organizational chart for the Arizona Department of Education, the agency supplied a detailed list of Educational Programs and Service Programs. The original list contained 134 programs and services. The following list summarizes that information and assists in understanding the dimensions of the Department's responsibilities:

- academic standards and accountability unit;
- academic support unit;
- achievement testing;
- administration;
- adult education;
- AIDS/HIV education and comprehensive health education;
- Arizona's Instrument to Measure Standards (AIMS)/assessment;
- bilingual programs, LEP, and ESOL;
- career and technical education unit;
- charter schools;
- chemical abuse prevention;
- citizenship/naturalization
- community affairs/Public Information Office;
- Comprehensive School Reform Demonstration Project (CSRD);
- day care;
- driver education;
- early childhood education;
- exceptional student education and services;
- family literacy;
- federal programs unit;
- finance reporting unit;
- GED;
- gifted education;
- grants management;
- homeless education;
- human resources unit;
- Indian education;
- industrial technology education/vocational education;
- MIS
- nutrition/food distribution/adult care;
- parent involvement/parenting/Parent Information Network (PIN);
- purchasing unit;
- Regional Training Centers (RTC);
- research and policy;
- Rural Achievement Program;
- student services unit;
- teacher certification;
- technology; and
- workforce development.

The Arizona Department of Education is administered by the State Superintendent of Public Instruction and appointed by the Board. The Superintendent was appointed to his position in May 2001 and is in his first year of service.

2.4.3 Colorado

The Colorado Department of Education is administered by a board-appointed Commissioner of Education who serves as the secretary to the State Board of Education. The current Commissioner has filled the position for 11 years.

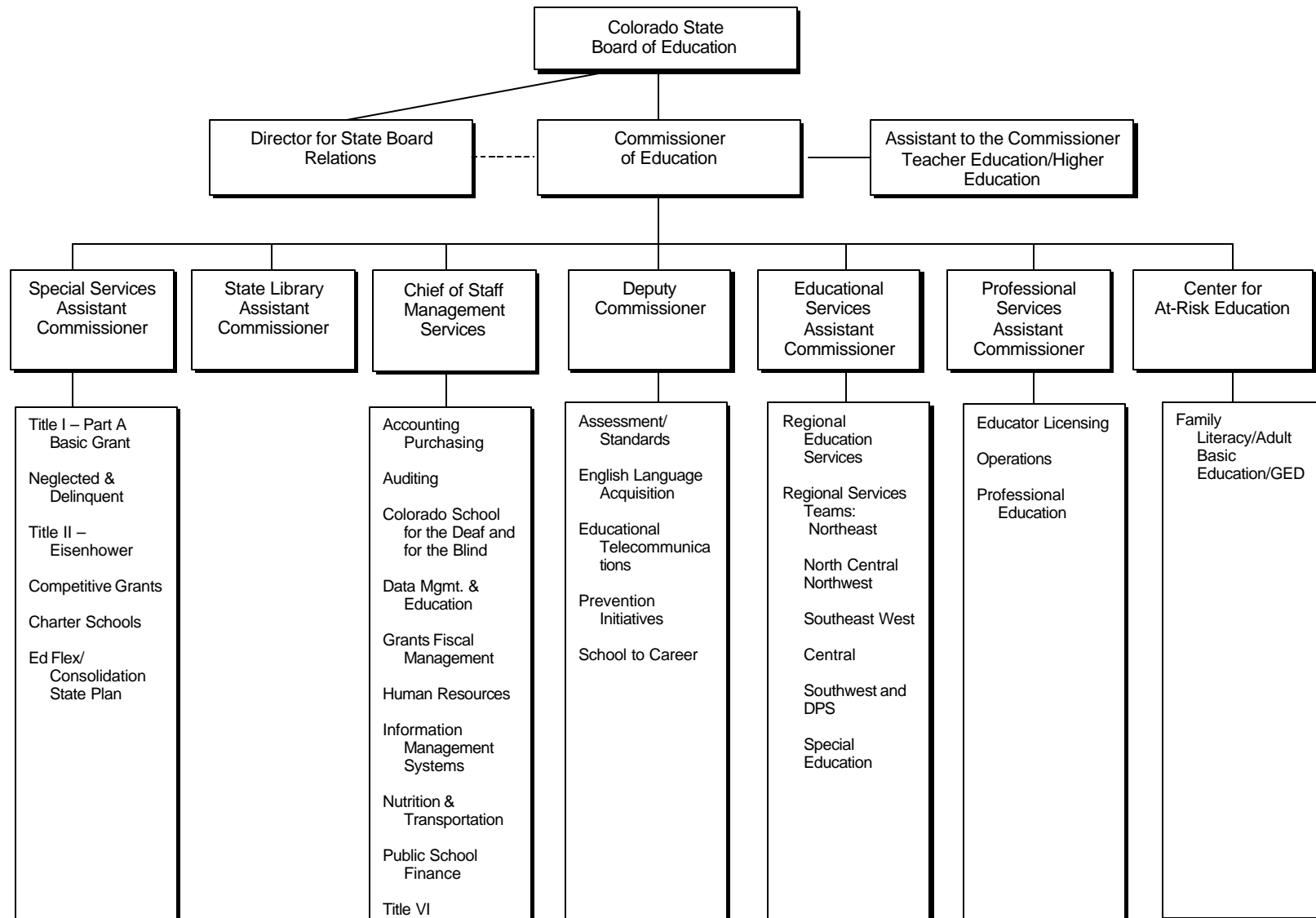
The Colorado Department of Education's tasks at the state level include:

- supervision of school administration, including accreditation, teacher licensing, school transportation, school nutrition, special education, and early childhood education;
- administration and distribution of funds for a number of federal and state educational programs, centering on issues such as student literacy, technology, school reform, and the prevention of at-risk behavior;
- administration of the state's library system, as well as all adult education efforts that do not fall under the supervision of Colorado's higher education system;
- provision of consultation services on education issues to administrators and educators throughout the state;
- oversight of school finance and audits the distribution of education funds;
- development of new educational policies;
- linkage between school districts and state and federal legislators; and
- provision of education data and information for public education in Colorado.

Exhibit 2-7, Colorado Department of Education Organizational Chart, provides a description of the Department's structure. The exhibit shows that:

- the Commissioner of Education has eight direct reports and a working relationship with the Director for State Board Relations;
- the Department is organized into seven primary divisions including: Special Services, State Library, Management Services, Deputy Commissioner, Educational Services, Professional Services, and Center for At-Risk Education;

EXHIBIT 2-7 COLORADO DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART



Source: Prepared by MGT of America from Colorado Department of Education, 2001.

- the divisions are administered by four assistant commissioners, one chief of staff, one deputy commissioner, and one director positions;
- there are eight regional service teams;
- an Assistant to the Commissioner is responsible for teacher education/higher education; and
- a section is responsible for educator licensing.

2.4.4 Idaho

The State Superintendent of Public Instruction is an elected official currently completing the second year of a four-year term of office. The Superintendent of Public Instruction serves as executive officer of the Idaho State Department of Education while an Executive Director serves as executive officer of the State Board of Education. The Executive Director is appointed by and serves at the pleasure of the Board.

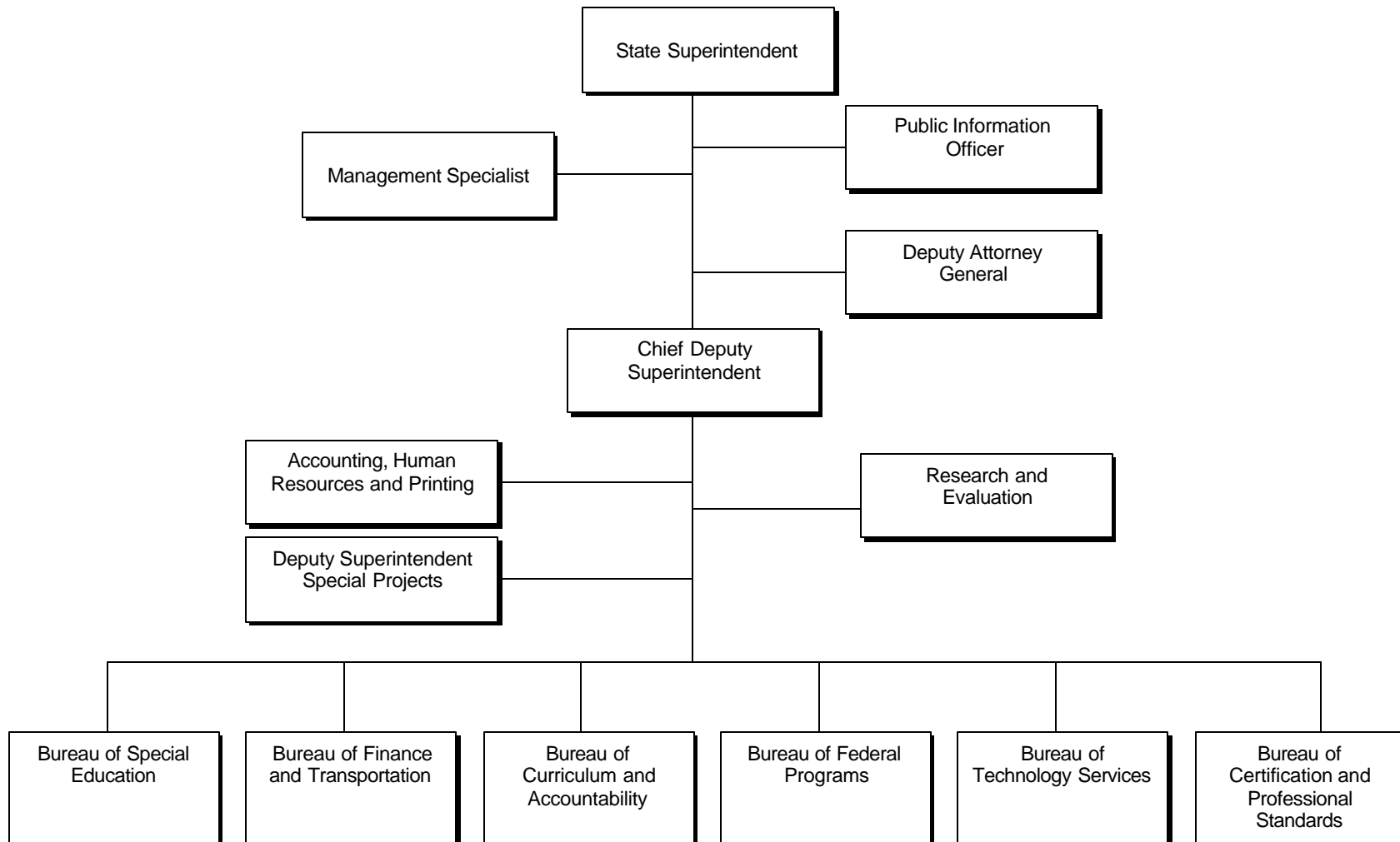
Exhibit 2-8 provides the current organizational chart for the Idaho State Department of Education. The exhibit shows that:

- the State Superintendent is assisted by a chief deputy position, directors of six bureaus, a public information officer position, a management specialist, heads of Research and Evaluation and the Accounting, Human Resources and Printing sections, a Deputy Attorney General, and a Deputy Superintendent for Special Projects;
- a total of four positions report to the State Superintendent;
- certification and professional standards are administered through one of the six bureaus; and
- a total of nine positions report to the Chief Deputy Superintendent.

In Idaho, a separate State Department of Administration is responsible for a number of important support functions, including:

- insurance management;
- administrative rules for all state agencies by managing the promulgation process and providing related training;
- certain facilities;
- records management;
- security services, and
- video conferencing.

**EXHIBIT 2-8
IDAHO STATE DEPARTMENT OF EDUCATION
ORGANIZATIONAL CHART**



Source: Prepared by MGT of America from Idaho State Department of Education Information, 2001.

2.4.5 Nevada

The Nevada Department of Education was reorganized in 1996 to more closely align with the major goals of the State Board of Education. The Department is administered by a board-appointed State Superintendent of Public Instruction. The current Superintendent has been employed since November 2000.

Exhibit 2-9 provides the Nevada Department of Education's organizational structure. As shown, the Department:

- is organized into six Leadership Teams, including Health and Safety, Educational Equity, Standards, Curricular and Assessments, Human Resources and Licensure, School Improvement and Workforce Education, and Finance and Accountability;
- has four Focus Teams comprised of representatives from the Leadership Teams and responsible for IASA, Goals 2000, Professional Development, and Technology units; and
- the leaders of each Leadership Team are members of the Core Team and report directly to the Superintendent.

The State Department of Education administers, supports, and provides assistance for over 260 programs and functions for Nevada's educational system.

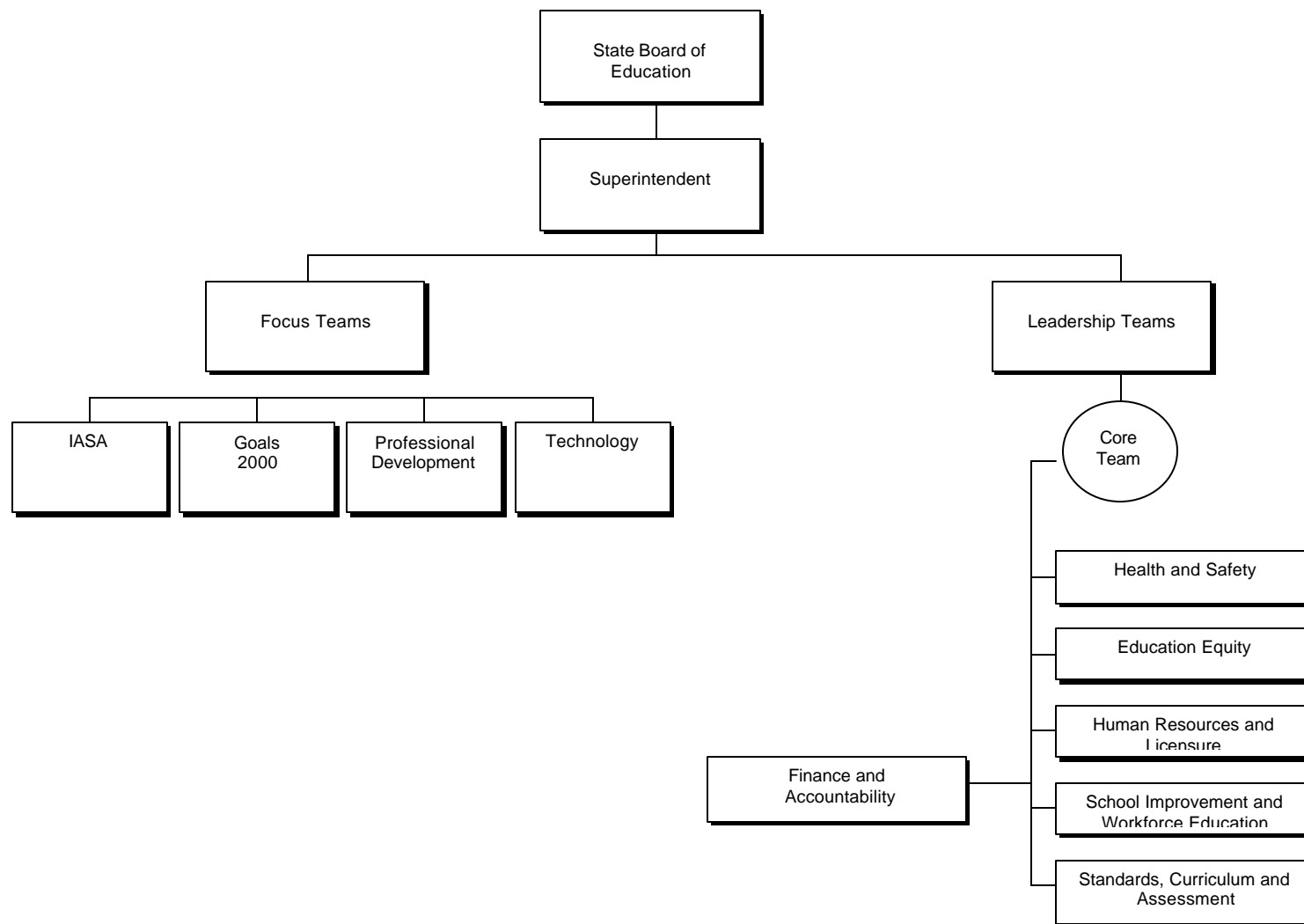
2.4.6 Washington

The Superintendent of Public Instruction is an elected official. The Superintendent has served in the current position for five years and is in the second elected term of office. The State Board of Education is served by an Executive Director while the Superintendent of Public Instruction is responsible as an officer to the Board and Chief Executive Officer for the Department of Education.

An examination of the state's web site provides a listing of programs/activities by major functions and includes the following:

- curriculum, instruction and assessment;
- professional certification;
- digital education, including data administration and educational technology K-12;
- higher education, community outreach, and Title II;
- operations and support, including home education, agency support, child nutrition, learning and teaching support, pupil transportation, alternative education, truancy, safe and drug free schools, early childhood and readiness, health services, institutional and private education;

**EXHIBIT 2-9
NEVADA DEPARTMENT OF EDUCATION
ORGANIZATIONAL CHART**



Source: Prepared by MGT of America from Nevada Department of Education Web site, 2001.

- learning and teaching, including integrated curriculum, languages, environmental education, secondary education, summer institutes, health and fitness, class size reduction, and teen awareness;
- school business and finance, including administrative law, finance services, facilities, and school finance elections; and
- special populations, including equity, Title I, migrant and Indians, and bilingual.

Exhibit 2-10 shows the organizational chart for the Washington Department of Education. The exhibit shows that:

- the Superintendent has three direct reports including two deputy superintendent positions and a chief operations officer position;
- the superintendent works with three organizations including The A+ Commission, Professional Standards Board, and the State Board of Education;
- the Department is organized into three primary divisions that include Learning and Teaching, Operations (communications, legislative policy, and federal), and Operations and Support (financial, human resources, digital, support, and audit).

The state of Washington is subdivided into ten Educational Service Districts to assist in delivering services to schools and school districts as well as meeting teacher preparation and certification needs.

2.4.7 Summary

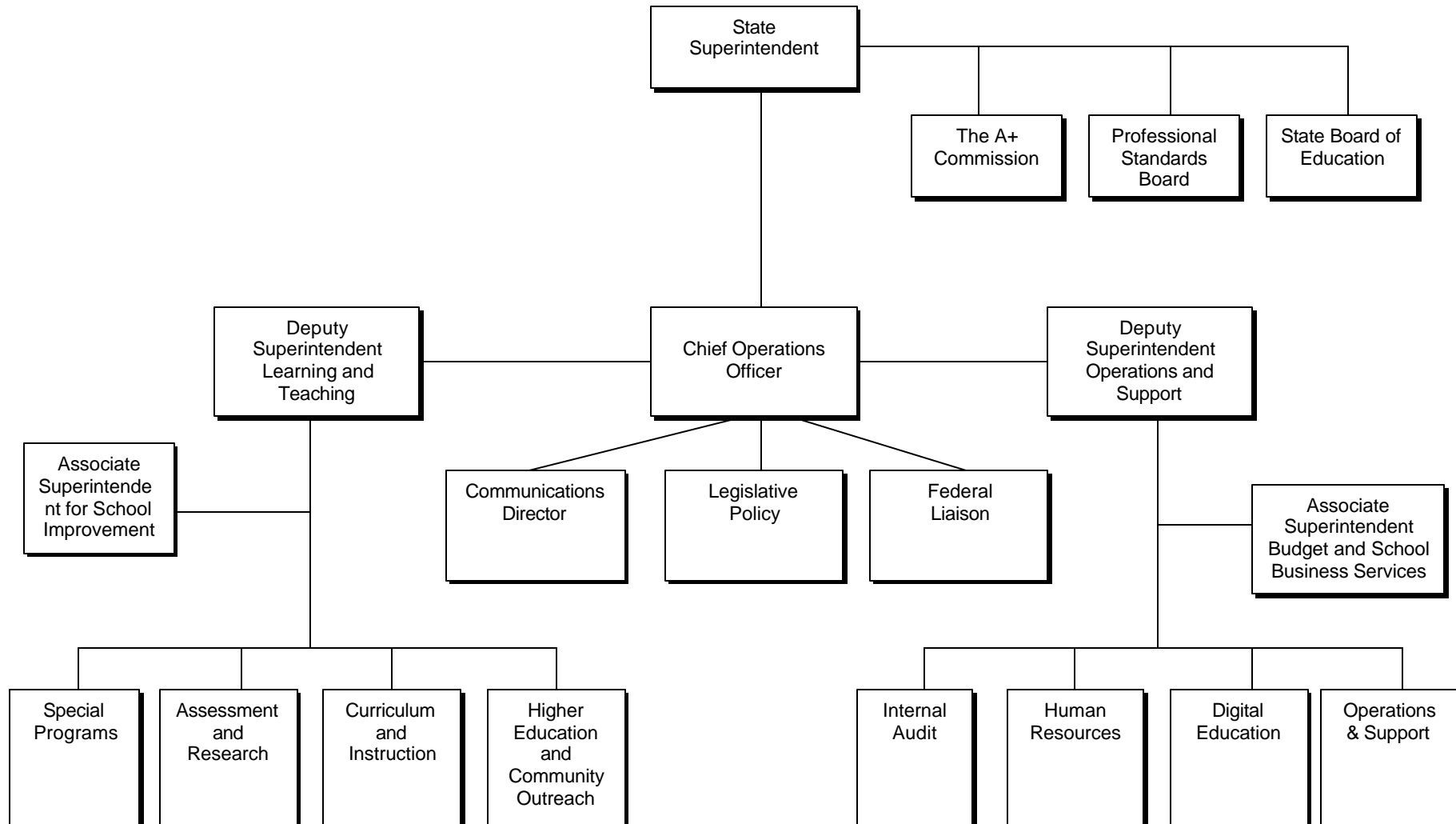
With the exception of the Nevada Department of Education, the state agencies providing organizational charts are similarly organized. Nevada's Leadership Teams, Core Team and Focus Teams organizational pattern appears to reflect an institutionalization of systems designed to manage ongoing functions (finance, child nutrition, pupil transportation, etc.), while creating a formal mechanism for providing the management of other types of initiatives (e.g. Goals 2000, emerging technologies, etc.).

Differences in responsibilities for services or functions among the states appear to be a product of variations in either constitutional and/or statutory provisions of the individual state.

Each of the state agencies has the following functional areas in common:

- human resources development;
- certification/licensure and professional standards;
- instructional/curriculum services;

**EXHIBIT 2-10
WASHINGTON STATE DEPARTMENT OF EDUCATION
ORGANIZATIONAL CHART**



Source: Prepared by MGT of America from Superintendent of Public Instruction Information, 2001.

- technology services/applications;
- career and related programs; and
- academic standards and accountability.

2.5 Financial Information

Fulfilling the educational financial responsibilities is a duty shared by the state and local school districts in each of the comparison states. The basic premise for the Utah school funding formula is stated in the Minimum School Program Act which reports:

...that all children of the State are entitled to reasonably equal educational opportunities regardless of their place of residence in the State and of the economic situation of their respective school districts or other agencies [53A-17a-102(1)].

All Uniform School Fund monies appropriated by the Legislature to the Minimum School Program are given to Utah school districts. None of the Minimum Program funding is used to fund and function of the Utah state Office of Education. The detailed funding formulas and the apportionment of funds to school districts have their basis in statute and in the Utah State Board of Education rules.

Exhibit 2-11 shows the 1997-98 percentage of public school revenue from state sources for Utah and each state and their ranking in the United States. Comparison states are in bold print. As can be seen:

- Utah ranks 13th in the United States with a percentage of public school revenue from the state of 60.9 percent;
- Utah is 11.8 percentage points higher than the U.S. average of 49.1 percent of school revenue from the state;
- Arizona, Colorado and Nevada obtain less than 50 percent of their revenue from state sources with Nevada receiving only 31.7 percent; and
- Washington, Idaho, and Utah receive 60.9 and 67.1 percent, respectively, from state sources.

Exhibit 2-12 shows the net current expenditures per pupil for Fall 2000 for each state. Utah and the comparison states are in bold print. As shown, Utah:

- has the lowest net current expenditures per pupil at \$4,170;
- spends \$2,415 less per pupil than the national average of \$6,585;
- spends \$5,793 less per pupil than the highest expenditure state, New Jersey; and

**EXHIBIT 2-11
PERCENTAGE AND RANK OF
PUBLIC SCHOOL REVENUE FROM STATE
1999-2000**

RANK	STATE	PERCENTAGE	RANK	STATE	PERCENTAGE
1	Hawaii	89.0%	27	Florida	48.8%
2	New Mexico	72.6	28	Arizona	48.1
3	North Carolina	67.6	29	Maryland	47.8
4	Washington	67.1	30	Wyoming	47.0
5	Michigan	66.0	31	Montana	46.9
6	Delaware	65.4	32	Maine	46.0
7	Alaska	63.6	33	Colorado	44.5
8	Kentucky	63.5	34	Texas	44.2
9	Idaho	63.0	35	Ohio	42.9
10	Alabama	62.4	36	Pennsylvania	41.2
11	West Virginia	61.6	37	New York	40.3
12	Oklahoma	61.6	38	North Dakota	40.0
13	Utah	60.9	39	Nebraska	39.6
14	Arkansas	60.8	40	Connecticut	39.2
15	California	60.4	41	Missouri	39.0
16	Oregon	59.1	42	New Jersey	37.7
17	Kansas	58.3	43	Rhode Island	37.5
18	Mississippi	55.0	44	Virginia	37.1
19	Wisconsin	54.2	45	Massachusetts	36.1
20	Iowa	52.9	46	South Dakota	36.0
21	Minnesota	52.8	47	Nevada	31.7
22	South Carolina	52.4	48	Vermont	28.0
23	Tennessee	51.5	49	Illinois	26.7
24	Indiana	51.4	50	New Hampshire	9.0
25	Louisiana	51.0	51	District of Columbia	NA
26	Georgia	50.9		United States Average	49.1

Source: 1999-2000 Rankings of the States, National Education Association, 2001.

**EXHIBIT 2-12
NET CURRENT EXPENDITURES PER PUPIL
IN FALL 2000 ENROLLMENT TERMS**

STATE	EXPENDITURE PER PUPIL	STATE	EXPENDITURE PER PUPIL
New Jersey	\$9,963	Hawaii	\$6,193
Connecticut	9,872	Kansas	6,185
New York	9,146	Nebraska	6,156
Alaska	8,717	South Carolina	6,092
District Columbia	8,672	Louisiana	6,088
Rhode Island	8,315	Illinois	6,075
Massachusetts	8,284	North Dakota	5,949
West Virginia	8,114	New Mexico	5,895
Pennsylvania	8,045	Texas	5,870
Wisconsin	7,894	Georgia	5,835
Delaware	7,666	California	5,832
Minnesota	7,585	Colorado	5,823
Wyoming	7,356	Florida	5,737
Vermont	7,309	Missouri	5,655
Maryland	7,297	Nevada	5,597
Michigan	7,269	Oklahoma	5,533
Oregon	7,069	North Carolina	5,431
Indiana	7,048	South Dakota	5,417
Maine	6,937	Tennessee	5,282
New Hampshire	6,932	Alabama	5,010
Virginia	6,913	Idaho	4,878
Ohio	6,554	Arkansas	4,864
Kentucky	6,539	Mississippi	4,827
Washington	6,514	Arizona	4,754
Iowa	6,485	Utah	4,170
Montana	6,209	United States Average	\$6,585

Source: 1999 Digest of Education Statistics, and in Statistics Quarterly, National Center for Education Statistics, U.S. Department of Education.

- four of the five comparison states expend less than the United States average and less than \$6,000 per student.

According to the United States Office of Education, Department of School Finance and Statistics, Utah:

- is third in the nation in the amount of personal income going to fund education;
- ranks first in the nation in education expenditures as a percent of total direct state and local expenditures; and
- ranks 15th in the nation for tax burden as a percent of personal income.

2.6 Personnel

Comparisons with other state departments of education can yield valuable insights and often forms a basis for determining efficient and effective practices for state offices of education interested in making improvements. For these comparisons to be meaningful, however, the comparison states (and/or school systems) should be compared with others that are not only similar in size, ethnicity, and revenue, but to those that have achieved similar educational success.

As the National Center for Education Statistics cautions:

We are often asked where a certain school, school district, or state ranks in terms of educational quality. There are several reasons why we cannot answer this question: There are no national tests taken by every student in the country. College aptitude tests such as the SAT and the ACT, which are administered by private non-government entities, are taken primarily by students who are planning to apply for college admission and need a standard measure of their likelihood of success in postsecondary study. In some schools and districts, many students are encouraged to take these tests, but not all of them do. Therefore the base that would be used to calculate an average score is not common across all schools, districts, or states.

Additionally, in cases where every student in a school, district or state has to take certain standardized tests, the tests are school, district or state specific. These types of tests are not common across the country thus their evaluations differ. Each locale makes its own choice about which test and which version of each test is best for evaluating the students and institutions in their state.

The information in this and the following section is derived from a common database. This database provides selected statistics on enrollment, teachers, graduates, salaries of instructional staff, average class size, and percent of teachers with experience over 20 years, and education expenditures in public school districts (found in Section 2.5 of this chapter). In making comparisons, the reader must remember that no two state

agencies are identical and extreme caution must be exercised in developing conclusions.

Exhibit 2-13 shows the number of pupils per school administrator, district administrator, and total staff for each comparison state and the United States average. The exhibit shows:

- Utah has the highest ratio of pupils per school administrator at 484 pupils per administrator;
- all comparison states ratios of pupils per school administrator are higher than the United States average;
- Utah has the highest ratio of pupils per district administrator at 4,583 pupils per district administrator;
- all comparison states except Washington have more pupils per district administrator than the United States average;
- Utah has the highest ratio of pupils per total staff at 12.28 pupils per staff member;
- all comparison states have higher total staff ratios then the average for the United States; and
- Utah with 12.28 pupils per staff member has an average of 3.69 pupils per staff member more than the U.S. average of 8.59.

**EXHIBIT 2-13
ADMINISTRATORS AND STAFF PER PUPIL
1998-1999**

STATE	*SCHOOL ADMINISTRATORS	**DISTRICT ADMINISTRATORS	***ALL DISTRICT STAFF
Utah	484	4,583	12.28
Arizona	447	2,079	9.98
Colorado	376	817	9.18
Idaho	345	2,092	10.27
Nevada	367	1,474	10.68
Washington	380	912	10.65
United States Average	360	916	8.59

Source: National Center for Education Statistics, US Department of Education.

*Principals and assistant principals

**Superintendents and assistant superintendent

***Includes all district and school-level staff and administrators

Exhibit 2-14 reports the percentage of total staff for Utah, comparable states and the United States average by identified categories. Exhibit 2-14 shows:

- with the exception of Arizona (49.7 percent) and Colorado (51.2 percent) all comparison states have a higher percentage of total staff as teachers than the United States average of 51.7 percent;
- Utah (54.3 percent) has the second highest percent of staff assigned as teachers;
- among the five comparable states, the range of percentage points for staff assigned as teachers is 6.6 percentage points, (Arizona with 49.7 percent to Idaho with 56.3);
- Utah (13.1 percent) has the second highest percent of staff assigned as instructional aides and is 2.0 percentage points higher than the United States average of 11.1 percent;
- among the five comparable states, the range of percentage points for staff assigned as instructional aides is 6.3 percentage points (Nevada with 6.9 percent to Arizona with 13.2 percent);
- Utah (1.5 percent) has the highest percent of staff assigned as instructional coordinators and supervisors and is 0.8 percentage points higher than the United States average of 0.7 percent;
- among the five comparable states, the range of percentage points for staff assigned as instructional coordinators and supervisors is from 0.4 (Nevada) to 1.5 (Utah);
- Utah (1.6 percent) ranks fourth in percent of staff assigned to guidance positions and slightly below the United States average of 1.7 percent;
- among the comparable states the percentage points for percent of staff assigned to guidance positions is only 1.1 percentage points;
- Utah (0.8 percent) ties with Idaho with the lowest percent of staff assigned to librarian positions;
- the United States (1.5 percent) average for percent of staff positions assigned as librarians is higher than Utah and all comparable states;
- Utah (19.7 percent) has the lowest percentage of staff assigned to student/other support staff positions and is 4.0 percentage points below the United States average of 23.7 percent;
- Utah (2.4 percent) is tied with Colorado and the United States average for percent of staff assigned to school administrative positions;
- among the comparable states, Utah is tied for next to the lowest in percent of staff assigned to school administration positions;

**EXHIBIT 2-14
PERCENT OF PUBLIC SCHOOLS TOTAL STAFF BY CATEGORY AND STATE
FALL 1999**

STATE	TEACHERS	INSTRUCTIONAL AIDES	INSTRUCTIONAL COORDINATORS AND SUPERVISORS	GUIDANCE COUNSELORS	LIBRARIANS	STUDENT/ OTHER SUPPORT STAFF	SCHOOL ADMINISTRATORS	DISTRICT ADMINISTRATORS	ADMINISTRATIVE SUPPORT STAFF
United States	51.7	11.1	0.7	1.7	1.5	23.7	2.4	1.0	6.8
Utah	54.3	13.1	1.5	1.6	0.8	19.7	2.4	0.3	6.4
Arizona	49.7	13.2	0.2	1.3	0.9	24.0	2.3	0.5	8.0
Colorado	51.2	11.1	0.9	1.5	0.9	23.5	2.4	1.1	7.3
Idaho	56.3	10.3	1.1	2.4	0.8	20.3	3.0	0.5	5.3
Nevada	53.1	6.9	0.4	2.2	1.0	22.3	2.9	0.7	6.1
Washington	52.4	10.4	0.8	2.0	1.4	22.3	2.8	1.2	6.7

Source: Prepared by MGT of America, from USDE, National Center for Education Statistics, Common Core of Data, 2001.

- Utah (0.3 percent) has the lowest percent of staff assigned to district administrative positions;
- the United States average for staff assigned to district administrative positions is 1.0 percent or slightly more than three times Utah's percent of 0.3;
- Utah has 6.4 percent of total staff assigned to administrative support positions and is below the United States average of 6.8 percent; and
- the range for percent of total staff assigned to administrative support positions among the comparable states is from 6.1 percent for Nevada to a high of 8.0 percent for Arizona.

Exhibit 2-15 lists the pupil-teacher ratios for Utah, comparison states, and the United States average in the year 2000. Exhibit 2-15 shows that:

- Utah has the highest pupil ratio at 22.3 pupils per teacher;
- Utah has an average of 6.1 more pupils per teacher than the U.S. average (16.2); and
- all comparison states have higher pupil per teacher ratios than the United States average.

**EXHIBIT 2-15
PUPIL-TEACHER RATIOS
FALL 2000 ENROLLMENT TERMS**

STATE	RATIO
Utah	22.3
Arizona	19.2
Colorado	17.2
Idaho	16.8
Nevada	18.7
Washington	20.0
United States Average	16.2

Source: Prepared by MGT of America from
1999 Digest of Education Statistics, 2001.

Exhibit 2-16 shows the percentages of teachers (1993-94) with over 20 years experience and average class sizes for both elementary and secondary for each state. Comparison states are in bold print. The exhibit shows:

- 18.3 percent of Utah's teachers with over 20 years of experience--- the lowest percentage among comparison states and in the nation of teachers with over 20 years of experience;

**EXHIBIT 2-16
PERCENT OF TEACHERS WITH
OVER 20 YEARS EXPERIENCE AND AVERAGE CLASS SIZE**

STATE	AVERAGE CLASS SIZE		
	TEACHERS WITH OVER 20 YEARS EXPERIENCE	ELEMENTARY	SECONDARY
Alabama	24.7	21.7	24.2
Alaska	20.0	22.6	22.0
Arizona	19.6	25.8	25.0
Arkansas	23.3	21.0	21.3
California	30.7	29.3	29.7
Colorado	25.7	24.7	24.5
Connecticut	38.3	21.4	19.7
Delaware	32.0	24.8	24.1
District of Columbia	43.9	21.8	20.7
Florida	24.0	26.0	26.6
Georgia	22.8	22.2	24.2
Hawaii	33.7	23.6	23.6
Idaho	20.6	24.0	23.7
Illinois	35.1	24.5	24.0
Indiana	32.6	21.9	23.0
Iowa	34.5	22.5	21.4
Kansas	24.3	20.6	20.7
Kentucky	30.8	24.4	23.5
Louisiana	26.5	22.9	23.7
Maine	26.9	21.5	18.5
Maryland	32.4	26.3	25.0
Massachusetts	41.0	23.1	20.9
Michigan	47.9	27.3	25.5
Minnesota	34.0	24.5	25.9
Mississippi	26.9	23.6	22.5
Missouri	25.3	23.7	22.5
Montana	22.5	27.2	19.3
Nebraska	28.5	20.0	18.7
Nevada	19.8	24.4	26.6
New Hampshire	21.6	21.8	20.5
New Jersey	38.5	23.2	20.5
New Mexico	21.1	21.9	24.5
New York	36.1	23.9	23.2
North Carolina	25.0	24.8	22.4
North Dakota	23.0	20.7	19.7
Ohio	31.4	25.0	22.3
Oklahoma	21.5	20.5	20.5
Oregon	26.0	24.4	23.9
Pennsylvania	41.8	25.2	24.1
Rhode Island	42.3	23.2	20.8
South Carolina	22.1	23.3	22.5
South Dakota	23.8	19.2	20.9
Tennessee	29.2	24.4	25.2
Texas	20.4	20.1	22.5
Utah	78.3	27.5	28.8
Vermont	28.0	19.7	19.2
Virginia	26.1	22.6	21.6
Washington	26.9	25.9	25.5
West Virginia	37.4	20.9	22.5
Wisconsin	38.7	23.1	23.1
Wyoming	26.5	21.0	19.3
UNITED STATES	29.8	24.1	23.6

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-1994; and Condition of Education 1997, Supplemental Tables. (This table was the latest available and was prepared in February 1998).

- Utah is 8.6 percentage points lower than the highest comparison state, (Washington) in percent of teachers with over 20 years of experience;
- Utah has the highest average elementary class size (27.5 students) among the comparison states and fourth highest in the nation; and
- Utah has the highest average secondary class size (28.8) among the comparison states and second highest in the United States.

Exhibit 2-17 shows the teacher average salaries and percentage of United States average for 1999-2000. The exhibit shows:

- Utah has an average teacher salary of \$34,946;
- Utah has an average teacher salary that is 84 percent of the national average of \$41,575;
- all comparison states have average teacher salaries higher than Utah; and
- all comparison states have average teacher salaries at 95 percent or lower when compared with the United States average of \$41,575.

**EXHIBIT 2-17
TEACHER AVERAGE SALARIES, RANK IN UNITED STATES,
AND PERCENT OF UNITED STATES AVERAGE
1999-2000 SCHOOL YEAR**

STATE	RANK IN USA	AVERAGE TEACHER SALARY	PERCENTAGE
Nevada	21	\$39,691	95%
Washington	22	39,496	95%
Colorado	23	38,827	93%
Arizona	36	35,650	86%
Idaho	39	35,412	85%
Utah	41	34,946	84%

Source: Prepared by MGT of America from USOE, Finance and Statistics, and "Rankings of the State," National Education Association, 2001.

2.7 Student Information

As in Sections 2.5 and 2.6 of this chapter, data included in this section are derived from a common database and the same cautions must be exercised in drawing conclusions.

Exhibit 2-18 presents data on the percentages of student membership in Utah and the five comparable states by race/ethnicity. The exhibit shows:

- Utah and Idaho have the highest percent of white, non-Hispanic student membership at 87 percent each;
- United States membership of white, non-Hispanic students is 62 percent while three comparison states exceed the United States figure;
- Utah and all comparison states have a lower Black, non-Hispanic percentage of students than the United States average of 17 percent;
- All comparison states have a higher percent of Hispanic students than Utah, and Utah's rate is half the 16 percent rate of the United States;
- Utah's Asian/Pacific Islander rate of two percent ties for the second lowest with Arizona and exceeds only Idaho at 1 percent; and
- Utah's American Indian/Alaskan Native student membership is two percent, exceeding the United States rate (one percent), tied with Nevada, and exceeding Colorado and Idaho each with one percent.

**EXHIBIT 2-18
PERCENT OF STUDENT MEMBERSHIP BY
RACE/ETHNICITY
1999-2000 SCHOOL YEAR**

STATE	AMERICAN INDIAN / ALASKAN NATIVE	ASIAN / PACIFIC ISLANDER	HISPANIC	BLACK NON- HISPANIC	WHITE NON- HISPANIC
Utah	2%	2%	8%	1%	87%
Arizona	7	2	32	5	54
Colorado	1	3	21	6	69
Idaho	1	1	10	1	87
Nevada	2	5	24	10	59
Washington	3	7	9	5	76
United States Average	1	4	16	17	62

Source: Prepared by MGT of America from United States Department of Education, National Center for Education Statistics, Common Core of Data, 2001

Exhibit 2-19 provides the verbal and math SAT scores and ranking for Utah and the five comparable states. The possible score range on each part of the test (verbal and math) is from 200 to 800. Rankings of states alone are not a valid comparison because of varying proportion of students in each state taking the test.

Exhibit 2-19 shows:

- Utah ranks highest in both verbal and math scores on the SAT;
- among comparable states, Arizona ranks fifth lowest and Nevada is lowest; and
- only Utah, Colorado, and Idaho had any scores above 530.

EXHIBIT 2-19
SAT COMPOSITE SCORES AND RANKINGS
1999-2000

STATE	SCORES/RANKING	
	VERBAL	MATH
Utah	570 / 1	569 / 1
Arizona	521 / 5	523 / 5
Colorado	534 / 3	537 / 3
Idaho	540 / 2	541 / 2
Nevada	510 / 6	517 / 6
Washington	526 / 4	528 / 4

Source: Prepared by MGT of America, from the College Board, 2000 SAT Program Information, 2001.

Exhibit 2-20 presents the average composite scores on the ACT for Utah and each comparable state along with their relative ranking, from highest to lowest. Exhibit 2-20 shows:

- the national (United States) average composite scores for graduates taking the ACT was 21.0;
- Washington students scored highest with an average of 22.4 points;
- Utah was tied for second with three comparable states---Arizona, Colorado, and Nevada; and
- the range in scores was from a high of 22.4 to a low of 21.4 or one point.

**EXHIBIT 2-20
ACT NATIONAL AND STATE SCORES
AND RANKINGS
2000**

STATE	AVERAGE COMPOSITE SCORE	RANKING
Utah	21.5	2
Arizona	21.5	2
Colorado	21.5	2
Idaho	21.4	3
Nevada	21.5	2
Washington	22.4	1
United States Average	21.0	N/A

Source: Prepared by MGT of America from 2000 ACT Composite Averages by State, National Center for Education Statistics, US Department of Education.

Exhibit 2-21 provides the percent of students (graduates) in Utah and the comparable states who took the ACT and SAT examinations. There data are useful when reviewing the test score data presented in Exhibits 2-19 and 2-20. Exhibit 2-21 shows that:

- Utah has the highest percent of student graduates taking the ACT (69 percent) and the lowest percent taking the SAT (4 percent);
- the state of Washington, with the highest ACT scores (see Exhibit 2-20), has the lowest percent graduates taking the examination; and
- Utah, with the highest SAT scores (see Exhibit 2-19), has the lowest percent of student participation at four percent.

**EXHIBIT 2-21
PERCENT OF STUDENTS REPORTED IN
EXHIBITS 2-19 AND 2-20 TAKING THE ACT AND SAT**

STATE	*PERCENT OF STUDENTS	
	ACT	SAT
Utah	69	4
Arizona	27	27
Colorado	64	29
Idaho	61	15
Nevada	40	30
Washington	18	48

Source: Prepared by MGT of America, from 2000 ACT Composite Average by State and the Digest of Educational Statistics, 2001.

*Percent of graduates

The information presented in Exhibit 2-21 supports the contention that great care must be exercised when attempting to draw conclusions regarding to program effectiveness and other related issues predicated upon test result from examinations such as the ACT and SAT, unless all variables have been appropriately managed.

2.8 Summary

Of the six states compared in these analyses, Utah is the fourth largest in terms of student enrollment. The state employs fewer district, school-level staff, and administrators per pupil than comparison states and is also lower than the average for the United States. Utah, among the comparison states, ranked second highest in percent of staff assigned to teaching positions (54.3 percent), higher than the United States average of 51.7 percent. In terms of pupil-teacher ratios, Utah has the highest at 1:22.3 while the range for comparable states is from a low of 16.8 (Idaho) to a high of 1:20 (Washington). Utah's average teacher salaries are the lowest for all states compared and rank 41 among all the United States.

Among the comparisons states, Utah ranks fourth in student population. Nevada has the highest rate of population growth for the last decade among those compared. Nevada is followed by Arizona, Colorado, and Utah. Race/ethnicity statistics for student membership show that Utah is tied with Idaho with the highest percent of white, non-Hispanic students (87 percent) and all states compared have a lower Black, non-Hispanic percentage (17 percent). Additionally, all comparison states have a higher percent of Hispanic students.

Utah students score highest on the SAT; however, only 4 percent of Utah's graduates took the examination. Utah's students tie for second highest with three comparable states when taking the ACT. Sixty-nine percent of Utah's graduates took the ACT examination, highest of all comparable states.

Utah has the lowest net current expenditures per pupil of all states at \$4,170 and is \$2,415 below the United States average. Utah receives 60.9 percent of public school revenues from the state, ranking third among the comparison states and 13th among all United States.

The Utah State Board of Education, composed of 15 elected members is the largest among the comparison states. The Utah Board is only one of two with student representation. The Utah State Board of Education has, as have other states, developed goals to guide public education and establish standards for accountability.

Governance responsibilities are established for all states through constitutional and statutory provisions of the respective state. Each state has established a state office/department of education administered by either an elected or appointed commissioner or superintendent.

In drawing a summary and conclusions among comparison state systems based on their responses to MGT's data request, the reader should remember that much data are self-reported by each state agency and may be based upon incomparable data. Findings, commendations, and recommendations resulting from these comparisons will be included in Chapters 5 through 10 of the final report, as applicable.

NOTE TO READER:

Additional data have been requested of the five state departments of education and will be included as benchmark data in the final report.

3.0 SUPERINTENDENT AND PRINCIPAL SURVEY RESULTS

3.0 SUPERINTENDENT AND PRINCIPAL SURVEY RESULTS

On June 27, 2001, surveys were mailed to each school superintendent and every school principal in the state of Utah. A total of 715 surveys were distributed to superintendents and principals. The major sections of this chapter contain summaries of the survey results for:

- superintendents
- principals
- a comparison of superintendent and principal responses

Copies of the survey instruments are attached as Appendix A. Copies of the response frequencies for superintendents and principals are included in Appendix B.

3.1 Superintendent Survey Results

Of the 40 surveys that were disseminated to superintendents, 31 were returned for a response rate of 78 percent.

Part A of the survey requests demographic information about the respondent's school district. Parts B, C, E, F consist of items designed to solicit opinions about the Utah State Office of Education (USOE) services, special programs and testing, accountability and organization, and regulatory issues, respectively. Part D requests respondent ideas for improving the cost effectiveness of USOE services. Part G asks respondents about services shared with other districts, and Part H addresses perceptions of services provided by the regional service centers.

The survey is categorized into the following areas, each of which are summarized separately:

- services provided by the Utah State Office of Education (USOE);
- special programs and testing;
- cost effectiveness of services provided by the USOE;
- statewide accountability and organizational structure;
- state rules, regulations, and reporting requirements;
- shared services; and
- services provided by regional service centers.

Services Provided by the Utah State Office of Education

A majority of the superintendents are satisfied with the services provided by the USOE. Ninety-three (93) percent of superintendents state they frequently utilize the services provided by the USOE, including information and technical support services. Ninety-six (96) percent claim the USOE services are useful to the success of their district operations and programs.

Only 11 percent indicate that services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, and district consortia. Seven (7) percent indicate Utah school districts should be allocated funds and allowed to purchase services from the most appropriate sources.

Eighty-two (82) percent of superintendents agree or strongly agree that USOE is carrying out its constitutional and statutory responsibilities. No superintendent surveyed agrees that the USOE provides too many programs and services outside its constitutional and statutory responsibilities, while 96 percent state that the services provided by USOE to districts are important to the success of the Utah public education system.

Most superintendents (79 percent) state that current USOE services to districts are efficient and effective. Eighty-five (85) percent agree or strongly agree that USOE is responsive to the service needs of the district. Ninety-three (93) percent of superintendents indicate USOE provides quality services. Only 11 percent of those surveyed indicate that USOE's role in providing services should be reduced. When asked if the USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources, only 50 percent of superintendents agree or strongly agree.

A strong majority (86 percent) of superintendents state professional development decisions in their district are a result of collaborative discussions between district and school staff and administrators. However, 57 percent indicate that the district needs more assistance from the USOE in providing professional development activities. Eighty-six (86) percent state that professional development results in recognized improvements in student performance. Finally, 93 percent of superintendents indicate that the state does not provide sufficient funds to support professional development.

Special Programs and Testing

Results from MGT's survey indicate that, according to superintendents, school districts frequently utilize the services of USOE:

- eighty-five (85) percent use staff development;
- eighty-two (82) percent use information systems and technical support;
- seventy-five (75) percent use child nutrition services;
- fifty-seven (57) percent use bilingual education and equity;
- eighty-five (85) percent use accountability/assessment/testing;
- sixty-eight (68) percent use curriculum development services;
- seventy-nine (79) percent use student risk services;
- eighty-six (86) percent of districts use services for special education;

- ninety-three (93) percent use applied technology education; and
- eighty-nine (89) percent use financial and statistical services provided by the USOE.

When asked if the USOE provides the previously mentioned services in an efficient manner, the majority of respondents indicated that the services were provided efficiently. Sixty-four (64) percent of superintendents who use staff development services feel they are efficient. Sixty-one (61) percent also agree or strongly agree that information systems and technology support are provided in an efficient manner. Of those surveyed, 77 percent indicate that child nutrition services are provided in an efficient manner. Only 57 percent of superintendents feel that bilingual education and equity services are efficient, and 68 percent indicate accountability, assessment, and testing services are efficient. In addition, 64 percent of those surveyed claim that services for curriculum development are provided in an efficient manner, and 68 percent agree or strongly agree that the USOE provides efficient services for at-risk students.

In the areas of applied technology education and finance and statistics, the superintendents contend, with an 82 percent agreement rate, that these services are provided efficiently by the USOE.

Superintendents also responded to questions asking if the services, which USOE offers, help their districts accomplish its mission. In the area of staff development, 64 percent of respondents showed agreement. Seventy-one (71) percent claim information systems and technical support provide services which help districts accomplish their missions. In addition, 75 percent of superintendents agree or strongly agree that child nutrition services help them accomplish their objectives.

When asked if services for bilingual education and equity help the district accomplish goals, only 57 percent agree or strongly agree. Seventy-five (75) percent of superintendents feel that accountability, assessment, and testing services help them accomplish their goals, and 71 percent state services for curriculum development help them achieve their mission. A majority of 68 percent indicate services provided for at-risk students help accomplish the district's mission.

Finally, a majority of 89 percent of superintendents state that services for special education, applied technology education, and finance and statistics provided by the USOE help districts.

Cost Effectiveness of Services Provided by the Utah State Office of Education

When asked to list suggestions for decreasing costs, improving the level of services or technical support, providing additional services, and strengthening monitoring roles for USOE, the following were the most common suggestions provided by superintendents:

- reduce duplication of paperwork (reduce handwritten and typed forms);
- reduce cumbersome publications and correspondence;

- reduce number of meetings for smaller districts;
- decentralize certain services;
- conduct more on-site visits to rural areas by USOE specialists;
- increase funding for USOE;
- raise salaries for specialists;
- decrease the USOE regulatory functions;
- subsidize districts for travel expenses to meetings and rotate locations; and
- reduce the difficulty of reaching individuals (e.g., no response from USOE person contacted).

Statewide Accountability and Organizational Structure

Three-fourth (75) percent of the superintendents indicate they are receiving adequate assistance, when asked if the USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS). However, when asked, "If under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand?", the superintendents are closely divided; 32 percent state they agree or strongly agree while 39 percent disagree or strongly disagree.

Sixty-nine (69) percent of the superintendents indicate that the USOE should be held accountable by the districts for providing services but not for student performance in districts.

Lastly, superintendents were asked questions on management structure. Thirty-two (32) percent of superintendents state that the current management structure of Utah's educational system contains too many management layers, while 39 percent disagree or strongly disagree. When asked if management responsibilities in Utah's educational system are too fragmented, 43 percent agree or strongly agree while 43 percent disagree or strongly disagree.

State Rules, Regulations, and Reporting Requirements

When asked about state rules and regulations, 48 percent of the superintendents indicate current state rules and regulations are highly effective in ensuring that student needs are met at the school level, while 30 percent disagree or strongly disagree. Seventy (70) percent disagree or strongly disagree that current state rules and regulations significantly reduce the ability of their district to meet student needs, while 19 percent agree or strongly agree. In addition, 67 percent of superintendents surveyed indicate current state rules and regulations have significantly increased district and school administrative costs, and 19 percent disagree or strongly disagree.

Of the superintendents surveyed, 37 percent cite that state reporting requirements are reasonable, while 26 percent claim they are not. Over half (63 percent) indicate the data produced from state reports are useful to districts in making program and management decisions, and 22 percent state that the data produced are not useful for these decisions. A majority of superintendents (85 percent) claim these state reporting requirements have increased district administrative costs.

About half (54 percent) of the superintendents agree that current state rules and regulations should be significantly reduced to give schools more management flexibility, while 19 percent disagree. Also, 70 percent indicate current state reporting requirements should be reduced. Superintendents are more evenly divided when asked if current state rules and regulations should be replaced with district performance standards (31 percent agree or strongly agree and 39 percent disagree or strongly disagree).

When asked if the state should concentrate its resources primarily on districts not meeting performance standards, 63 percent disagree or strongly disagree, while 33 percent agree or strongly agree. In addition, a majority (76 percent) of superintendents indicate that the State Board of Education administrative rules provide support for districts in areas where their school board policy is silent.

Finally, of those surveyed, 50 percent of superintendents state that significant duplication currently exists between state paper and electronic reporting.

Shared Services

A majority of superintendents indicate that there should be sharing of services between districts. When asked if their district would be interested in cooperating directly with other districts in sharing more services, in addition to the regional service center or USOE, 70 percent of superintendents are willing to do so. Eighty-two (82) percent also state that sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, and should be considered by school districts in Utah, while 15 percent disagree.

A majority of superintendents (74 percent) indicate that the state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing and transportation). In addition, 70 percent of superintendents disagree with the idea that Utah school districts should not be encouraged to cooperate in shared services with other school districts.

Services Provided by Regional Service Centers

Superintendents were also asked about their perception of services provided by regional service centers. When asked if their districts frequently used services provided by regional service centers 74 percent responded affirmatively. In addition, (70) percent claim that services provided by the regional service center, which serves their area, are important to the success of the district's programs and operations.

Most superintendents indicate services are effective and efficient. Only 14 percent of superintendents claim services to districts could be more efficiently and/or effectively provided by USOE. Only five percent indicate several of the current regional service

center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities, while 59 percent disagree or strongly disagree. In addition, only 14 percent agree or strongly agree that several of the current regional service center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.

When asked about duplication of services, half (50 percent) of superintendents disagree that several of the regional service center services to districts duplicate services provided by USOE; only nine percent agree. Five (5) percent indicate several of the current regional service center services to other districts can be provided by the districts or another agency in a more cost-effective manner. Thirty-eight (38) percent disagree with the statement that services offered by regional service centers could be more efficiently and effectively provided by neighboring districts sharing services, while five percent agree with this assertion. Seventy-seven (77) percent indicate that services offered by regional service centers in the state are important to the effectiveness of programs serving local district needs. Furthermore, 64 percent of the superintendents respond that their regional service center is efficient and effective, and 71 percent indicate they wish the role of the regional service centers in providing services would be expanded.

When asked if their regional service center is responsive to their needs, 67 percent of superintendents agree with this premise. Seventy-five (75) percent state the centers provide quality services. Sixty-seven (67) percent of superintendents state that regional service centers play an important role in initiating and/or facilitating collaboration between districts with similar needs. Finally, 63 percent of the superintendents claim that the regional service center's operating plan reflects the needs of the district.

3.2 Principal Survey Results

Of the 675 principals who were mailed surveys, 145 returned a survey, representing a response rate of 21.5 percent.

Services Provided by the Utah State Office of Education

Seventy-five (75) percent of principals are satisfied with the services provided by the USOE. In addition, 70 percent of principals claim the services provided by USOE are useful to the success of their district's programs and operations. Twenty-seven (27) percent of the principals state the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, and district consortia.

Almost half (49 percent) indicate that many of the current services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources. Forty-four (44) percent of principals also state many of the current USOE services to districts duplicate services already provided by the district themselves or other entities.

When asked if the USOE is effectively carrying out its constitutional and statutory responsibilities, 65 percent claim it is, and only 17 percent claim the USOE provides too many programs and services outside its constitutional and statutory responsibilities.

However, 70 percent indicate that services provided by USOE to districts are important to the success of the Utah public education system.

Almost half (48 percent) of those surveyed state the current USOE services to districts are efficient and effective, and 24 percent of principals indicate the USOE's role in providing services to districts should be reduced. Fifty-eight (58) percent of principals state the USOE is responsive to the service needs of the district, and 68 percent claim the USOE provides quality services. When asked if the USOE has adequately standardized its reporting methodology for school district staff to ensure equitable distribution of resources, 41 percent agree or strongly agree.

Seventy (70) percent of those surveyed indicate professional decisions are the result of collaborative decisions between district and school staff and administrators. Twenty-eight (28) percent claim that districts need assistance from the USOE in providing professional development activities. Furthermore, 80 percent state professional development results in recognized improvements in student performance. Only 12 percent indicate the state provides sufficient funds to support professional development.

Special Programs and Testing

When asked if the school district frequently utilizes services provided by USOE in the following areas, the principals responded:

- fifty-eight (58) percent use staff development;
- sixty-eight (68) percent use information systems and technical support;
- forty (40) percent use child nutrition services;
- fifty (50) percent use bilingual education/equity;
- eighty-four (84) percent use accountability/assessment/testing;
- sixty-nine (69) percent use curriculum development services;
- fifty-three (53) percent use student at risk services;
- seventy-one (71) percent use special education services;
- sixty-one (61) percent use applied technology education services; and
- thirty-four (34) percent use finance and statistical services provided by the USOE.

Fifty (50) percent of the principals surveyed state staff development services provided by the USOE is provided in an efficient manner, and 50 percent indicate information systems and technical support services are efficient. Only 31 percent of principals feel child nutrition services are efficient, and 34 percent feel bilingual education and equity services are efficient.

Fifty-six (56) percent of principals claim accountability/assessment/testing and curriculum development are efficient services, and 46 percent of principals state that at-risk student services are efficient. Fifty-eight (58) percent of principals state that special education services are efficient, and only 30 percent of principals claim that financial and statistical services are provided in an efficient manner.

Principals also responded to questions asking if services, which USOE offers, help their district accomplish its mission. Over half (61 percent) state staff development services help districts accomplish their missions. Over half (53 percent) claim information systems and technical support help districts accomplish their mission, and 34 percent indicate child nutrition services are helpful. In addition, 42 percent of principals indicated bilingual education and equity services are helpful.

Sixty-nine (69) percent of principals state services for accountability/assessment/testing are helpful, and 60 percent claim services provided for curriculum development are helpful. Sixty (60) percent feel special education services are helpful in achieving their district mission. Finally, 32 percent indicate financial and statistical services are helpful to districts.

Cost Effectiveness of Services Provided by the Utah State Office of Education

Principals were asked for ideas for decreasing costs, improving the level of services or technical support, providing additional services, and strengthening monitoring role, for USOE, following are the most common responses:

- allocate funding to districts and allow them to purchase needed services;
- improve communications between departments, unable to reach specialists;
- reduce duplication of services;
- reduce duplication of common information needed by USOE departments;
- decentralize the USOE;
- establish better working relationships between specialists and administrators;
- conduct more on-site visits by USOE specialists;
- provide more funds to USOE;
- use state office for smaller districts; and
- provide UPASS training for administrators.

Statewide Accountability and Organizational Structure

When asked about statewide accountability and organizational structure, 44 percent of principals indicate the USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment Systems for Students (UPASS). Forty-eight (48) percent state that under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.

Sixty-two (62) percent indicate the USOE should be held accountable by the districts for providing needed services, but not for student performance in the districts. In addition, almost half (48 percent) claim that the current management structure of Utah's educational system contains too many management layers, and 44 percent feel management responsibilities in Utah's educational system are too fragmented.

State Rules, Regulations, and Reporting Requirements

In response to the questions if current state rules and regulations are highly effective in ensuring that student needs are met at the school level, 39 percent of principals agree or strongly agree. Thirty-five (35) percent of principals agree that current state rules and regulations significantly reduce the ability of districts to meet student needs, and 56 percent believe current state rules and regulations have significantly increased district and school administrative costs.

Less than half (32 percent) of the principals indicate that state reporting requirements are reasonable; 35 percent disagree or strongly disagree with this assessment. Forty-five (45) percent of the principals agree or strongly agree that data produced from state reports are useful to districts in making program and management decisions. Sixty-nine (69) percent indicate state reporting requirements have increased district administrative costs and 59 percent of principals indicate current state rules and regulations should be significantly reduced to give schools more management flexibility. In addition, 61 percent of principals indicate current state reporting requirements should be reduced, and 47 percent state that current state rules and regulations should be replaced with district performance standards.

About one-third (31 percent) of principals surveyed claim the state should concentrate its resources primarily on districts not meeting performance standards. Fifty-one (51) percent of principals indicate significant duplication currently exists between state paper and electronic reporting. One-fourth (25 percent) indicate the State Board of Education's administrative rules provide support for their district in areas where their school board policy is silent; 18 percent disagree or strongly disagree with this statement.

Shared Services

When asked about shared services, 30 percent of principals surveyed indicate their district would be interested in cooperating directly with other districts in sharing more services, in addition to the regional service center or the USOE. Fifty-eight (58) percent state sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, which should be considered by school districts in Utah.

In addition, 62 percent of principals indicate the state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, and transportation). Finally, 60 percent disagree or strongly disagree that principals in Utah school districts should not be encouraged to cooperate in shared services with other school districts; four (4) percent agree or strongly agree.

Services Provided by Regional Service Centers

When asked if districts frequently utilize services provided by the Regional Service Center, 43 percent agree or strongly agree. Thirty-seven (37) percent of principals surveyed state the services provided by the regional service center in their area is important to the success of the district's programs and operations.

Only nine (9) percent of principals indicate that several of the current services of the regional service centers to districts could be more efficiently and/or effectively provided by USOE. Fourteen (14) percent state several of the current regional service center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities, while 19 percent indicate that several of the current regional service center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources. In addition, 19 percent of districts state several of the current Regional Service Center services to districts duplicate services provided by USOE.

Fifteen (15) percent of principals claim several of the current regional service center services to districts can be provided by the districts or another agency in a more cost-effective manner. Eighteen (18) percent agree or strongly agree services currently provided by regional service centers could be more efficiently and effectively provided by neighboring districts sharing services.

Thirty-six (36) percent of principals agree several services offered by regional service centers in the state are important to the effectiveness of programs serving local district needs, and 33 percent indicate the regional service center in their region is efficient and effective.

Finally, 25 percent of principals surveyed state the regional service center's role in providing services to districts should be expanded. Thirty-three (33) percent of those surveyed indicate the regional service centers are responsive to the service needs of the district, and 37 percent claim the regional service centers provide quality services. Thirty-four (34) percent state regional service centers play an important role in initiating and/or facilitating collaboration between districts with similar needs, and 25 percent indicate the regional service center's operating plan reflects the needs of the district.

3.3 Comparison of Superintendents and Principals Surveys

In this section, the responses given by the two groups are compared. Exhibit 3-1 compares responses given by superintendents and principals to Part B of the surveys. Exhibit 3-2 compares responses for Part C of the surveys, Exhibit 3-3 compares responses for Part E of the surveys, Exhibit 3-4 compares responses for Part F, and so on through Exhibit 3-6, which compares responses to Part H of the surveys. For Parts B, C, D, E, and F, agree and strongly agree responses are combined and compared to

the combined disagree and strongly disagree responses. The neutral and don't know answers are omitted from all exhibits in this section.

In Exhibit 3-1, responses to Part B of the surveys are compared. Superintendents and principals are not in agreement concerning the frequent use of services provided by USOE. Ninety-three (93) percent of superintendents and 75 percent of principals agree that they utilize services frequently. In addition, principals (70 percent) tend to agree less than superintendents (96 percent) that services provided by USOE are useful to the success of their district's programs and operations. Eleven (11) percent of superintendents, compared to 27 percent of principals indicate that many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.

When asked if many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate services, there is a major discrepancy between principals and superintendents. Forty-nine (49) percent of principals are in agreement and only seven (7) percent of superintendents are in agreement. In addition, there is a major difference between the amount of principals and superintendents (44 percent to 11 percent respectively) who feel many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.

A higher percentage of superintendents (82 percent) than principals (65 percent) agree that the USOE is effectively carrying out its constitutional and statutory responsibilities. None of the superintendents surveyed indicate the USOE provides too many programs and services compared to 17 percent of principals who agree with this assertion. However, both superintendents (96 percent) and principals (70 percent) agree in higher numbers that services provided by USOE to districts are important to the success of the Utah public education system. Furthermore, a higher percentage of superintendents (79 percent) than principals (48 percent) agree that current USOE services to districts are efficient and effective.

A greater margin of principals (24 percent) than superintendents (11 percent) agree that USOE's role in providing services to districts should be reduced. In addition, superintendents (85 percent) tend to agree more than principals (58 percent) that the USOE is responsive to the service needs of their district. Also, 93 percent of superintendents compared to 68 percent of principals indicate the USOE provides quality services.

When asked if the USOE has adequately standardized its reporting methodology for school district staff (i.e., state-reporting methodology for school district staff to ensure equitable distribution of resources), both principals and superintendents are comparable (50 percent superintendents and 41 percent principals).

**EXHIBIT 3-1
SUPERINTENDENT AND PRINCIPAL PERCEPTIONS ABOUT SERVICES
PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION**

PART B: SERVICES PROVIDED BY USOE	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.	93/7	75/8
2. The services provided by USOE are useful to the success of our district's programs and operations.	96/0	70/6
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.	11/82	27/35
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	7/74	49/24
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.	11/71	44/36
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.	82/4	65/8
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.	0/64	17/31
8. The services provided by USOE to districts are important to the success of the Utah public education system.	96/4	70/9
9. Current USOE services to districts are efficient and effective.	79/11	48/23
10. USOE's role in providing services to districts should be reduced.	11/82	24/36
11. The USOE is responsive to the service needs of our district.	85/11	58/18
12. USOE provides quality services.	93/4	68/9
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.	50/29	41/20
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.	86/11	70/10
15. Our district needs more assistance from the USOE in providing professional development activities.	57/29	28/30
16. Professional development results in recognized improvements in student performance.	86/4	80/5
17. The state provides sufficient funds to support professional development.	4/93	12/69

*Percent responding agree or strongly agree/disagree or strongly disagree.

Both superintendents and principals are in agreement on the issue of professional development. Superintendents (4 percent) and principals (12 percent) indicate funds provided by the state to support professional development is insufficient, and 86 percent of superintendents and 80 percent of principals feel professional development results in recognized improvements in student performance. In addition, Fifty-seven (57) percent of superintendents compared to 28 percent of principals state their district needs more assistance from the USOE in providing professional development activities. Finally, 86 percent of superintendents compared to 70 percent of principals indicate professional development decisions in their district are the result of collaborative discussions between district school staff and administrators.

Exhibit 3-2 compares responses to Part C of the surveys. Superintendents and principals responded vastly different when asked if their school district utilizes the following services provided by USOE. Eighty-five (85) percent of superintendents compared to 58 percent of principals indicate they frequently utilize staff development services. Seventy-five (75) percent of superintendents as opposed to 40 percent of principals state they frequently use child nutrition services. Only 53 percent of principals compared to 79 percent of superintendents indicate frequent utilization of student at risk services, and 61 percent of principals as opposed to 93 percent of superintendents claim their districts frequently utilizes services dealing with applied technology education. In addition, a vast gap exists between superintendents and principals (89 percent and 30 percent) when asked if their school district frequently utilizes financial and statistical services.

When asked if USOE provides services in an efficient manner, superintendents and principals surveyed differed in some areas and agreed in others. Sixty-four (64) percent of superintendents compared to 50 percent of principals claim staff development services are efficient. Sixty-one (61) percent of superintendents and 50 percent of principals indicate information systems and technical support services are efficient. Only 31 percent of principals, as opposed to 77 percent of superintendents, claim child nutrition services are efficient, and 57 percent of superintendents compared to 34 percent of principals indicate bilingual education and equity programs are efficient.

In addition, superintendents and principals differ in opinion on the efficiency of at-risk student services, 68 percent of superintendents indicate they are efficient, while only 46 percent of principals agree. For special education services 85 percent of superintendents agree, while 58 percent of principals agree. Furthermore, 82 percent of superintendents as opposed to 50 percent of principals indicate applied technology education is efficient. Lastly, only 30 percent of principals compared to 82 percent of superintendents claim financial and statistical services provided by the USOE are efficient.

Superintendents and principals also disagree when asked if the services provided by USOE help their district accomplish its mission. Seventy-one (71) percent of superintendents compared to 53 percent of principals agree information systems and technical support help their district accomplish its mission. Seventy-five (75) percent of superintendents as opposed to 34 percent of principals agree child nutrition services help their district accomplish its mission. In addition, 68 percent of superintendents compared to 53 percent of principals indicate at-risk student services provided by USOE are useful in helping district achieve their mission.

**EXHIBIT 3-2
SPECIAL PROGRAMS AND TESTING**

PART C: SPECIAL PROGRAMS AND TESTING	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Our school district frequently utilizes the following services provided by USOE in the following areas:		
a. Staff Development	85/7	58/18
b. Information Systems and Technical Support	82/15	68/11
c. Child Nutrition Services	75/11	40/8
d. Bilingual Education/Equity	57/25	50/12
e. Accountability/Assessment/Testing	85/0	84/2
f. Curriculum Development	68/14	69/9
g. Students at Risk	79/11	53/7
h. Special Education	86/0	71/6
i. Applied Technology Education	93/0	61/6
k. Finance and Statistics	89/0	34/9
2. USOE provides the following services in an <i>efficient</i> manner:		
a. Staff Development	64/11	50/12
b. Information Systems and Technical Support	61/18	50/10
c. Child Nutrition Services	77/4	31/6
d. Bilingual Education/Equity	57/11	34/15
e. Accountability/Assessment/Testing	68/11	56/18
f. Curriculum Development	64/14	56/15
g. Students at Risk	68/14	46/9
h. Special Education	85/0	58/11
i. Applied Technology Education	82/4	50/10
k. Finance and Statistics	82/0	30/9
3. Services in the following areas which USOE offers help my district accomplish its mission:		
a. Staff Development	64/14	61/12
b. Information Systems and Technical Support	71/14	53/9
c. Child Nutrition Services	75/4	34/9
d. Bilingual Education/Equity	57/11	42/10
e. Accountability/Assessment/Testing	75/7	69/9
f. Curriculum Development	71/7	60/12
g. Students at Risk	68/11	53/7
h. Special Education	89/0	60/10
i. Applied Technology Education	89/0	52/6
k. Finance and Statistics	89/0	32/10

*Percent responding agree or strongly agree/disagree or strongly disagree.

Finally, 89 percent of superintendents compared to 60 percent of principals agree special education services accomplish their district mission, and 89 percent of superintendents as opposed to 32 percent of principals consider financial and statistical services provided by USOE helpful in reaching their district's mission.

Exhibit 3-3 compares responses to Part E of the survey. When asked if the USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS), 75 percent of superintendents compared to 44 percent of principals agree with this statement. A higher percentage of principals (48 percent) than superintendents (32 percent) indicate that under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance, and the USOE should provide services upon demand. Thirty-nine (39) percent of superintendents and 21 percent of principals disagree with this assertion. In addition, a comparable number of superintendents (69 percent) and principals (62 percent) agree the USOE should be held accountable by the districts for providing needed services, but not for student performance in the districts.

EXHIBIT 3-3 STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).	75/7	44/28
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.	32/39	48/31
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.	69/8	62/19
4. The current management structure of Utah's educational system contains too many management layers.	32/39	48/21
5. Management responsibilities in Utah's educational system are too fragmented.	43/43	44/18

*Percent responding agree or strongly agree/disagree or strongly disagree.

Finally, a higher percentage of principals (48 percent) than superintendents (32 percent) agree that the current management structure of Utah's educational system contain too many management layers (39 percent of superintendents disagree). Also, 43 percent of superintendents to 44 percent of principals agree management responsibilities in Utah's educational system are too fragmented; an equal percentage of superintendents disagree.

Exhibit 3-4 compares responses to Part F of the survey. Superintendents and principals agree in many of the questions asked. Forty-eight (48) percent of superintendents and 39 percent of principals indicate current state rules and regulations are highly effective in ensuring student needs are met at the school level. Sixty-seven (67) percent of superintendents and 56 percent of principals agree current state rules and regulations have significantly increased district and school administrative costs. However, a higher percentage of principals (35 percent) than superintendents (19 percent) indicate current state rules and regulations significantly reduce the ability of their district to meet student needs.

Thirty-seven (37) percent of superintendents and 32 percent of principals indicate state reporting requirements are reasonable, while 26 percent of superintendents and 35 percent of principals disagree with this statement. Sixty-three (63) percent of superintendents compared to 45 percent of principals claim data produced from state reports are useful to their districts in making program and management decisions, and 85 percent of superintendents and 69 percent of principals agree state reporting requirements have increased district administrative costs.

EXHIBIT 3-4 STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.	48/30	39/35
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.	19/70	35/31
3. Current state rules and regulations have significantly increased district and school administrative costs.	67/19	56/10
4. State reporting requirements are reasonable.	37/26	32/35
5. The data produced from state reports are useful to our district in making program and management decisions.	63/22	45/24
6. State reporting requirements have increased district administrative costs.	85/7	69/4
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.	54/19	59/11
8. Current state reporting requirements should be reduced.	70/0	61/12
9. Current state rules and regulations should be replaced with district performance standards.	31/39	47/26
10. The State should concentrate its resources primarily on districts not meeting performance standards.	33/63	31/39
11. Significant duplication currently exists between state paper and electronic reporting.	50/8	51/3
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.	76/12	25/18

*Percent responding agree or strongly agree/disagree or strongly disagree.

A comparable percentage of superintendents (54 percent) and principals (59 percent) indicate current state rules and regulations should be significantly reduced to give schools more management flexibility, and 70 percent of superintendents and 61 percent of principals claim current state reporting requirements should be reduced. In addition, a higher percentage of principals (47 percent) than superintendents (31 percent) indicate current state rules and regulations should be replaced with district performance standards.

Lastly, more superintendents (63 percent to 33 percent) and principals (39 percent to 31 percent) disagree than agree with the statement that the state should concentrate its resources primarily on districts not meeting performance standards. Fifty (50) percent of superintendents and 51 percent of principals agree that significant duplication currently exists between state paper and electronic reporting. Finally, a significant amount of superintendents (76 percent) agree more than principals (25 percent) that the State Board of Education's administrative rules provide support for their districts in areas where our school board policy is silent.

Exhibit 3-5 compares responses to Part G of the surveys. When asked if their district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE, 70 percent of superintendents agree with this statement; however, only 30 percent of principals agree. Eighty-two (82) percent of superintendents compared to 58 percent of principals indicate sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, which should be considered by school districts in Utah.

EXHIBIT 3-5 SHARED SERVICES

PART G: SHARED SERVICES	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.	70/11	30/6
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, which should be considered by school districts in Utah.	82/15	58/5
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).	74/15	62/6
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.	7/70	4/60

*Percent responding agree or strongly agree/disagree or strongly disagree.

Lastly, a comparable percentage of superintendents (74 percent) and principals (62 percent) indicate the state should encourage districts to reduce costs through shared service arrangements. Finally, over half of superintendents (70 percent) and principals (60 percent) indicate Utah school districts should be encouraged to cooperate in shared services with other school districts.

Exhibit 3-6 compares responses to Part H of the survey. Superintendents and principals are not in agreement on many questions asked. Seventy-four (74) percent of superintendents compared to 43 percent of principals agree that their district frequently utilizes the services provided by their regional service center. Only 37 percent of principals feel the services provided by their regional service center are important to their district's success as opposed to 70 percent of superintendents who agree with this statement. Five (5) percent of superintendents and 14 percent of principals indicate several of the current regional service centers could be more efficiently or effectively provided by other sources such as private vendors or universities.

A slightly lower percentage of superintendents (14 percent) than principals (19 percent) state that districts should be allocated funds to purchase services by private vendors or universities and that these sources would be more effective and efficient. Nine (9) percent of superintendents as opposed to 19 percent of principals indicate several of the current services to districts duplicate services provided by USOE.

Five (5) percent of superintendents compared to 15 percent of principals indicate the districts or another agency can provide several current services of the regional service center in a more cost-effective manner. Five (5) percent of superintendents as opposed to 18 percent of principals state services could be more efficiently and effectively provided by neighboring districts sharing services. Only 36 percent of principals compared to 77 percent of superintendents indicate services offered by regional service centers in the state are important to the effectiveness of programs serving local district needs.

When asked if the regional service center in their region is efficient and effective, 64 percent of superintendents agree compared to 33 percent of principals who agree. Seventy-one (71) percent of superintendents compared to 25 percent of principals agree regional service centers role in providing services to districts should be expanded. Nearly the same percentages responded affirmatively when asked if the regional service centers in their region are responsive to the service needs of their district (superintendents-67 percent; principals-33 percent). Finally, when asked if the regional service center's operating plan reflects the needs of their districts, 63 percent of superintendents agree, while 25 percent of principals disagree.

3.4 Summary of Survey Results

The assessment provided of the USOE differs between superintendents and principals. Superintendents indicate that districts utilize the services of the USOE more than principals feel they do. In addition, superintendents rate the services provided by the USOE higher than principals. However, both are in agreement that more assistance and services are needed for professional development and that its implementation will increase the performance of students. Overall, principals rated child nutrition services, information and technical support, financial and statistical services, and bilingual education and equity services as the most deficient services provided by USOE.

**EXHIBIT 3-6
SERVICES PROVIDED BY REGIONAL SERVICE CENTERS**

PART H: SERVICES PROVIDED BY REGIONAL SERVICE CENTERS	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Our district frequently utilizes services provided by our Regional Service Center.	74/9	43/5
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.	70/9	37/5
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.	14/64	9/26
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.	5/59	14/22
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	14/55	19/15
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.	9/50	19/12
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.	5/59	15/16
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.	5/38	18/15
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.	77/0	36/4
10. The Regional Service Center in our region is efficient and effective.	64/14	33/7
11. The Regional Service Center's role in providing services to districts should be expanded.	71/4	25/8
12. The Regional Service Centers in our region is responsive to the service needs of our district.	67/8	33/5
13. The Regional Service Center in our region provides quality services.	75/8	37/4
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.	67/4	34/4
15. The Regional Service Center's operating plan reflects the needs of our district.	63/4	25/8

*Percent responding agree or strongly agree/disagree or strongly disagree.

There are sizeable percentages of superintendents and principals those surveyed, who claim management responsibilities are fragmented and are highly bureaucratic within the Utah education system. In addition, a majority of those surveyed indicate the USOE should be responsible for providing services, but responsibility for student performance relies elsewhere within the district.

The majority of superintendents and principals surveyed claim state rules and regulations are highly effective in ensuring students needs are met at the school level; however, there is a sizeable percentage who disagree with this assessment. Most are in agreement that state rules and regulations have significantly raised school and district expenses. In addition, a majority of superintendents and principals report duplication between electronic and paper reporting is a problem.

Furthermore, most superintendents and principals indicate interest in sharing services and believe it would be cost-effective. They also claim the state should promote shared service arrangements between districts.

Finally, a majority of those surveyed indicate they frequently utilize the services of their regional service center and that they are important to the success of their district's operations. They also assert that several of the services provided are efficient and effective. Also, a majority would like to see the role of regional service centers, in providing services to districts, expanded.

4.0 RESULTS OF THE DIAGNOSTIC REVIEW

4.0 SUMMARY OF THE DIAGNOSTIC REVIEW

4.1 Overview

As part of the USOE Efficiency and Effectiveness Study, the MGT Team gathered input and information through individual and focus groups from various stakeholders.

During the week of July 18, 2001, we interviewed a cross-section of 66 stakeholders including:

Legislators	20
USOE Employees	15
State Board of Education Members	7
<u>Others</u>	<u>24</u>
TOTAL	66

4.2 Summary Of Interviews and Focus Groups

The comments, opinions, and perceptions summarized below represent the input given by various individuals in the personal interviews and focus groups conducted by MGT team members. The summarized comments are grouped by major areas of this study including:

- Overall Management
- Financial Management And Other Administrative Operations
- Instructional Services Management
- Technology
- Personnel (HR) Management/Licensure
- Other Issues

A NOTE OF CAUTION

The findings included in this section are preliminary and, for the most part, are limited to perceptual data. Findings and recommendations included in the final report will be based on documentation and analyses. Therefore, the findings and perceptions included in the pages which follow in Chapter 4 should be considered subjective, and conclusions should not be drawn at this time.

Overall Management

1. The State Superintendent is well respected by legislators, state board members, USOE employees, association leaders.
2. Superintendent Laing has encouraged stakeholder participation and is involving more teachers in statewide committees and decision-making.
3. Applied Technology Centers are no longer under the USOE Associate Superintendent for Applied Technology Services. This responsibility occupied about 50 percent of the associate superintendent's time. Therefore, a reorganization of USOE may be needed especially between general education and vocational/technology education operations, since Applied Technology Centers are now located in higher education. The USOE may run efficiently with three Associate Superintendents.
4. Public Relations efforts between USOE and Legislature need to be improved. The agency needs a more proactive Public Relations operation. A focus on the value added perspective of USOE is lacking, yet the Public Relations Unit in the state agency has three full-time employees.
5. Some umbrella functions for USOE appear to be "buried" within organization (e.g., public relations, strategic planning).
6. Strategic planning does not have broad-based agency perspective. There is an updated USOE Strategic Plan; however, many USOE interviewees were unaware of the update.
7. The Agency Services functions are located within two divisions (e.g., printing, mailroom, and quality assurances are in Planning Division; other functions/operations are in Division of Agency Services).
8. There is a significant turnover in most USOE units; even at the associate superintendent's level.
9. There seems to be a lack of understanding on the part of USOE leaders regarding school finance and effectively dealing with the Legislature in Appropriations Subcommittee meetings.
10. Legislators reported that sometimes representatives from the USOE do not respond to questions in a knowledgeable way --- particularly when a historical perspective is needed.
11. Some legislators report that requests of USOE staff are completely ignored. For example, last year a request of the Instructional Services Division staff to provide data on concurrent enrollment and a proposal for providing equity within the school systems were ignored, and these requests have not been fulfilled to date.
12. There needs to be more streamlining of reports and less duplication of reports that districts are required to submit to the USOE (e.g., transportation reports).

13. The Internal Auditor is directly under State Board of Education (only 1 FTE); are more personnel or external auditing services needed to support this operation?
14. The USOE leadership lacks expertise and historical knowledge of agency operations; this should be corrected considering educational funding consumes approximately 60 percent of the state's resources.

Financial Management and Other Administrative Operations

School Finance and Statistics

1. Financial information prepared for State Board members and others is complex and difficult to understand.
2. There seems to be fairly broad consensus that the School Finance and Statistics Unit is an effective operation that still has considerable room for improvement. Most of those interviewed saw that the School Finance and Statistics Unit of USOE had both a regulatory role as well as a service role. Many comments centered on the realization that additional regulatory safeguards had to be implemented as a result of recent audit problems. Especially critical were object code reports. Object code reporting from districts is needed.
3. The School Finance and Statistics Unit mapping project for its personnel is a great project.
4. The school finance manual is well developed.
5. School districts do not receive prompt responses for data requests. It appears to an outsider that the USOE doesn't know or care about the district's issues.
6. Child Nutrition does not have to be handled at the state-level when districts are capable of doing so.
7. The Utah educational system needs an appropriate audit system that can be accountable for the district's use of funds. A key question is whether the technology is available (and adequate) to generate data-driven reports.

Internal Accounting

1. Little evidence in the agency of effective linkage between planning and budgeting.
2. No real-time budget information is available – these data should be on-line to serve the need of USOE managers. An integrated computer system that provides “live” data to monitor budgets is needed.
3. A major area of concern in the financial management operations was related to technology and financial reporting. At issue is the timeliness of access to financial reports for the budget for the USOE. There were reports of USOE

financial information printouts being months late, especially after the beginning of the new budget year. Additional issues related to concern about the resources necessary to bring on-line financial reporting to districts. Financial printouts are not available on a timely basis. Units keep track of their own budgets because the printouts are so outdated. This is a clear duplication of efforts.

4. The State Board does not get regular financial updates – Board members only receive financial statements once a year. The State Board needs to have more regular financial reports at their meetings in order to be more knowledgeable about the budget.
5. The purchasing process is outdated and still conducted manually.

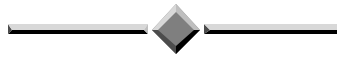


Instructional Services Management

1. There appears to be a lack of effective communication between curriculum specialists and licensure specialists regarding licensure requirements and professional development needs.
2. The responsibilities of educational programs are spread among three divisions in the state agency. Evaluation and assessment functions are separate from curriculum and instruction; vocational/technical education is in a third division.
3. Effective evaluations of educational programs are lacking. Effective measures/accountability assessments for the effectiveness of state education programs are not available. Education programs are created, modified, and terminated without an analysis of their effectiveness.
4. Some senior managers are not sure state agency should have functions for all curriculum and instruction areas – fine arts, character education – Can USOE afford specialists for areas where there are no mandates for services? Some interviewees remarked that many of the resources in the educational program management areas of USOE could be better utilized by school districts and schools if placed within the control of the Regional Service Centers.
5. Testing procedures (UPASS) need improvement. There are too many inconsistencies in testing and 15 different testing companies.
6. There is a fragmentation of the implementation of curricula; more coordination should be conducted with higher education and other training institutions.
7. The Instructional Services unit places too much emphasis on special programs and not enough emphasis on basic education. There is too much of a desire to meet the needs of every child and it is not cost effective.
8. The USOE Special Education leadership is very dictatorial; the unit needs to be more customer-friendly. The Department is unnecessarily adding on to the

burden of federal mandates. The USOE Special Education Board has severely limited communication from stakeholders.

9. The At-Risk Department is not responsive to school districts and, within the unit, there exists a lack of budget understanding.
10. There are few state guidelines or criteria on purchasing new instructional programs.
11. USOE must change its procedures for textbook purchases--- they are ineffective as they now exist. A textbook database is needed to be more accountable for these funds.
12. USOE needs a long-term plan for programmatic decisions instead of asking for immediate Board responses.



Technology

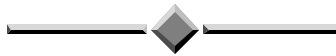
Agency Computer Services

1. Web sites and level of technology with USOE were praised.
2. Networking among schools and within the state agency was commended.
3. The lack of an agency and statewide technology plan has caused lack of systemic implementation of technology statewide.
4. The USOE Agency Computer Services Unit is located within the Internal Accounting Office. Is this placement appropriate?
5. The duplication of technology with manual processes (e.g., budget, purchasing) is a concern.
6. The USOE computer network is frequently down, and the computers need to be upgraded.
7. Staff development is needed for the IT folks to keep up to date. The IT problems are a quantity issue – not quality.
8. Inter-unit communications with technology personnel are poor.
9. Board meetings can now be viewed live on the Internet; this has been beneficial.

District Computer Services

1. The District Computer Services Unit is one of the few departments at USOE that conducts customer-satisfaction surveys and uses the results of the survey to make programmatic changes in services to clients.

2. The District Computer Services Unit provides excellent services to smaller districts.
3. Each school district has a test coordinator, yet the staff in the District Computer Services Department spend an inordinate amount of time correcting information that was incorrect on test score sheets.
4. Legislators want the standardized test results (which are scored in-house at USOE) prior to school dismissing; however, it takes the District Computer Services Unit at least 10 weeks to score the tests and they do not have the staff to fulfill this request. If the test were scored by an outside company, it could take up to six months to get the results as well as cost the state a great deal more money. Further, there are questions regarding test security.
5. The SIS system has been less than satisfactory.



Personnel (HR) Management/Licensure

Personnel (HR) Management

1. The annual personnel evaluation system needs improvement – currently, the evaluation process is based on a pass/fail system.
2. Professional development for USOE employees needs to be improved – more training opportunities (such as general management skills) need to be provided.
3. The Human Resources operation is lean with only 6 FTE.
4. The Payroll function moved three years ago from Accounting to the Human Resources Unit; is this location within the agency appropriate?
5. A lack of cross training of Human Resources employees is a concern.
6. USOE agency turnover is high (21% this year; 11% five years ago). Reasons include low salaries and graying of USOE employees.
7. Some Human Resources functions are housed in other divisions (e.g., ADA, grievances, equity issues).
8. There were some concerns about the quality, and high error rate, in USOE personnel documents. This may be symptomatic of the personnel turnover problem.
9. The USOE needs to have competitive salaries.

Licensure

1. Legislators state that funds are provided to the USOE to support school district professional development; and yet there is no accountability for the use of the funds. There appears to be no focus for the use of professional development funds within the state.
2. The USOE, with monetary support from the Legislature and staff support from higher education, needs to strengthen its efforts to provide staff training to all corners of the state --- not on a one-time effort basis.
3. The state licensure system is now well automated – consequently, USOE has been more accountable on tracking assignments and credentials.
4. Some constituents have issues with licensing; the unit is understaffed. Further, it takes too long to receive certifications.
5. Should state licensure function be move to the State Department of Professional Regulation?



Other Issues

1. The role and mission of USOE is not clearly defined. In most cases, Statute 53A does not give specific authority for monitoring and compliance to USOE. USOE has no policies or operating procedures which link statutes and state board rules to agency operations; (except for Internal Accounting, Finance and a few other discrete areas); therefore, in most operational areas, the agency is caught (e.g., textbooks) when USOE fails to act in regulatory manner.
2. The Legislature is providing mixed signals to the State Board/USOE --- requiring greater accountability and also promoting greater home rule at the local level. With greater accountability (and more rules and regulations being set by state and federal mandates) can the opportunities for home rule and local district/school/teachers decision-making be accommodated?
3. The perception exists that the agency is too reactive and not proactive in making improvements; also USOE needs to be more customer service-oriented.
4. Team work within the agency may need to be fostered – Supervisors appear to be working as independent managers in several cases. The Executive Committee and Administrative Council are not being used effectively to foster team work.
5. No one in the agency is responsible for coordinating with Regional Service Centers -- therefore, everyone does it. No way to systematically ascertain

- potential duplication of USOE and regional center services. The roles and responsibilities of centers are not clearly understood.
6. The Regional Service Centers should be monitored by the USOE; there is little collaboration and some duplication of efforts.
 7. The State Board of Education should develop a better relationship with the Governor and Legislature when estimating the education budget—the three units need to be working collaboratively in order to make the system work. However, the relationships among the State Board of Education, USOE, Legislature and Governor have improved under Superintendent Laing --- quarterly meetings are now held. The State Board is becoming more interactive with the Legislators, the Governor, and business leaders, but more action is necessary to rebuild trust.
 8. The orientation for new State Board members described as an effective process.
 9. The State Board is entitled to more information, monthly reports, and adequate time to study data before making decisions.
 10. The state audits speak for themselves; there has been a lack of accountability and failure to keep proper records on the part of USOE.
 11. The USOE is not implementing laws that Legislators have passed; (i.e. the Prevention Dimension Committee passed a law that every district will have safety policies—to date not all districts have safety policies). There are some programs that must be enforced statewide for consistency with no exceptions or no local choice in the matter.
 12. There are no limitations on amounts that USOE staff can spend on office supplies.
 13. There are no repercussions for school districts who do not follow state mandates; either USOE needs to have a rule and enforce it or do not have the rule.
 14. Larger school districts such as Alpine, Jordan, Salt Lake City and Provo do not need the USOE to design their programs and provide training; they are capable and willing to do this with their own staff.
 15. The state spent funds developing a model Drug Awareness Program which all districts could (and should use); however, some districts have chosen to implement the DARE Program instead. The USOE does not have a set of standards districts must abide by before being allowed to purchase or implement a program.
 16. There was some concern about USOE staff becoming too involved in setting public policy, especially controversial issues, rather than allowing the State Board to set policy.

17. There are some concerns about the quality of legal advice and the lack of interface with the Legislature from the USOE Legal Unit.
18. The USOE needs to improve public relations with school districts. Districts need to be aware of how they can make good use of state agency resources.
19. The USOE needs to do a better job of promoting what the agency is doing well to the public and the Legislature. The USOE should seek a partnership with and support from the Legislature.
20. The State Board should be more involved “early on” at a grass roots level of committee work.
21. Legislative mandates too often collide with the broad-based committee input process used by the USOE.

APPENDICES

APPENDIX A:
SURVEY INSTRUMENTS

APPENDIX A SURVEY INSTRUMENTS

SUPERINTENDENT'S SURVEY

This questionnaire is an important part of a comprehensive assessment of the Utah State Office of Education being conducted by MGT of America, Inc. The study is being conducted to make improvements in efficiency and effectiveness of the state agency.

Your input is a critical part of this review. Hence, your assistance in completing the questionnaire and returning it in the enclosed self-addressed and stamped envelope by July 16, 2001 will be greatly appreciated.

Please note that items are printed on the front and back of each page. Please read each question or statement carefully and give us your candid answer. **ALL RESPONSES WILL BE TREATED CONFIDENTIALLY.**

PART A: INFORMATION ABOUT YOUR SCHOOL DISTRICT

1. 2000-01 average daily membership (ADM): _____ ADM
2. Number of schools in your school district: _____ SCHOOLS
3. Circle the Regional Service Center which serves your district. CUES NUES SESC SWEC
(If your district is not served by a Regional Service Center, circle N/A N/A
and do not complete Part H below).

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.						
2. The services provided by USOE are useful to the success of our district's programs and operations.						
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.						
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.						
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.						
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.						
8. The services provided by USOE to districts are important to the success of the Utah public education system.						
9. Current USOE services to districts are efficient and effective.						
10. USOE's role in providing services to districts should be reduced.						
11. The USOE is responsive to the service needs of our district.						
12. USOE provides quality services.						
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.						
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.						
15. Our district needs more assistance from the USOE in providing professional development activities.						
16. Professional development results in recognized improvements in student performance.						
17. The state provides sufficient funds to support professional development.						

18. List three USOE services you consider to be most valuable to your district (if any).

(1)

(2)

(3)

19. List three USOE services currently being provided to your district which should be improved (if any).
- (1) _____
- (2) _____
- (3) _____
20. List three USOE services currently being provided to your district which should be eliminated or provided by other sources such as vendors or universities (if any).
- (1) _____
- (2) _____
- (3) _____
21. List three additional services you would like to see provided by the USOE to your district.
- (1) _____
- (2) _____
- (3) _____

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						

PART D: IDEAS FOR IMPROVING THE COST EFFECTIVENESS OF SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please list below any suggestions you have for decreasing costs, improving the level of services or technical support, providing additional services, strengthening monitoring roles, etc. for USOE. Attach additional pages, if necessary.

1. _____

2. _____

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).						
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.						
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.						
4. The current management structure of Utah's educational system contains too many management layers.						
5. Management responsibilities in Utah's educational system are too fragmented.						

6. What accountability role do you think the USOE should perform in educating the state's students?

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.						
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.						
3. Current state rules and regulations have significantly increased district and school administrative costs.						
4. State reporting requirements are reasonable.						
5. The data produced from state reports are useful to our district in making program and management decisions.						
6. State reporting requirements have increased district administrative costs.						
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.						
8. Current state reporting requirements should be reduced.						
9. Current state rules and regulations should be replaced with district performance standards.						
10. The State should concentrate its resources primarily on districts not meeting performance standards.						
11. Significant duplication currently exists between state paper and electronic reporting.						
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.						

13. Please list specific state rules and regulations or reporting requirements you believe should be eliminated or modified.

14. Please list any new state rules or reporting requirements that should be added.

PART G: SHARED SERVICES

1. Do you currently share either instructional or operational services _____ Yes _____ No
(e.g., exceptional student services, purchasing, transportation) with other school districts in your region.
2. IF YES, list the services which are shared.
 - (1) _____
 - (2) _____
 - (3) _____

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.						
2. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.						
3. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).						
4. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.						

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our district frequently utilizes services provided by our Regional Service Center.						
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.						
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.						
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.						
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.						
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.						
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.						
10. The Regional Service Center in our region is efficient and effective.						
11. The Regional Service Center's role in providing services to districts should be expanded.						
12. The Regional Service Centers in our region is responsive to the service needs of our district.						
13. The Regional Service Center in our region provides quality services.						
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.						
15. The Regional Service Center's operating plan reflects the needs of our district.						

PLEASE RETURN YOUR COMPLETED SURVEY BY July 16, 2001 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:

**MGT of America, Inc.
Post Office Box 16399
Tallahassee, Florida 32317-9878**

THANK YOU FOR YOUR COOPERATION!

PRINCIPAL'S SURVEY

This questionnaire is an important part of a comprehensive assessment of the Utah State Office of Education being conducted by MGT of America, Inc. The study is being conducted to make improvements in efficiency and effectiveness of the state agency.

Your input is a critical part of this review. Hence, your assistance in completing the questionnaire and returning it in the enclosed self-addressed and stamped envelope by July 16, 2001 will be greatly appreciated.

Please note that items are printed on the front and back of each page. Please read each question or statement carefully and give us your candid answer. **ALL RESPONSES WILL BE TREATED CONFIDENTIALLY.**

PART A: INFORMATION ABOUT YOUR SCHOOL

1. District in which your school is located: _____ DISTRICT
2. 2000-01 average daily membership (ADM) at your school: _____ ADM
3. Type of School: (circle one) ELEMENTARY MIDDLE HIGH OTHER
4. Circle the Regional Service Center which serves your district. CUES NUES SESC SWEC
(If your district is not served by a Regional Service Center, circle N/A N/A
and do not complete Part H below).

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.						
2. The services provided by USOE are useful to the success of our district's programs and operations.						
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.						
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.						
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.						
8. The services provided by USOE to districts are important to the success of the Utah public education system.						
9. Current USOE services to districts are efficient and effective.						
10. USOE's role in providing services to districts should be reduced.						
11. The USOE is responsive to the service needs of our district.						
12. USOE provides quality services.						
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.						
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.						
15. Our district needs more assistance from the USOE in providing professional development activities.						
16. Professional development results in recognized improvements in student performance.						
17. The state provides sufficient funds to support professional development.						

18. List three USOE services you consider to be most valuable to your district (if any).

- (1) _____
- (2) _____
- (3) _____

19. List three USOE services currently being provided to your district which should be improved (if any).

- (1) _____
- (2) _____
- (3) _____

20. List three USOE services currently being provided to your district which should be eliminated or provided by other sources such as vendors or universities (if any).

(1) _____

(2) _____

(4) _____

21. List three additional services you would like to see provided by the USOE to your district.

(1) _____

(2) _____

(3) _____

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
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e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						

PART D: IDEAS FOR IMPROVING THE COST EFFECTIVENESS OF SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please list below any suggestions you have for decreasing costs, improving the level of services or technical support, providing additional services, strengthening monitoring roles, etc. for USOE. Attach additional pages, if necessary.

1. _____

2. _____

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).						
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.						
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.						
4. The current management structure of Utah's educational system contains too many management layers.						
5. Management responsibilities in Utah's educational system are too fragmented.						

6. What accountability role do you think the USOE should perform in educating the state's students?

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.						
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.						
3. Current state rules and regulations have significantly increased district and school administrative costs.						
4. State reporting requirements are reasonable.						
5. The data produced from state reports are useful to our district in making program and management decisions.						
6. State reporting requirements have increased district administrative costs.						
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.						
8. Current state reporting requirements should be reduced.						
9. Current state rules and regulations should be replaced with district performance standards.						
10. The State should concentrate its resources primarily on districts not meeting performance standards.						
11. Significant duplication currently exists between state paper and electronic reporting.						
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.						

13. Please list specific state rules and regulations or reporting requirements you believe should be eliminated or modified.

14. Please list any new state rules or reporting requirements that should be added.

PART G: SHARED SERVICES

1. Do you currently share either instructional or operational services _____ Yes _____ No
(e.g., exceptional student services, purchasing, transportation) with other school districts in your region.
2. IF YES, list the services which are shared.
 - (1) _____
 - (2) _____
 - (3) _____

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.						
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.						
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).						
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.						

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our district frequently utilizes services provided by our Regional Service Center.						
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.						
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.						
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.						
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost-effective manner.						
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.						
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.						
10. The Regional Service Center in our region is efficient and effective.						
11. The Regional Service Center's role in providing services to districts should be expanded.						
12. The Regional Service Centers in our region is responsive to the service needs of our district.						
13. The Regional Service Center in our region provides quality services.						
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.						
15. The Regional Service Center's operating plan reflects the needs of our district.						

PLEASE RETURN YOUR COMPLETED SURVEY BY July 16, 2001 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:

**MGT of America, Inc.
Post Office Box 16399
Tallahassee, Florida 32317-9878**

THANK YOU FOR YOUR COOPERATION!

APPENDIX B:
SURVEY RESULTS

APPENDIX B
SURVEY RESULTS FOR QUANTIFIABLE DATA
SUPERINTENDENT'S SURVEY

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.	61	32	0	7	0	0
2. The services provided by USOE are useful to the success of our district's programs and operations.	64	32	4	0	0	0
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.	0	11	7	46	36	0
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	4	4	15	44	30	4
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.	4	7	14	32	39	4
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.	50	32	14	4	0	0
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.	0	0	25	50	14	11
8. The services provided by USOE to districts are important to the success of the Utah public education system.	54	43	0	4	0	0
9. Current USOE services to districts are efficient and effective.	29	50	11	11	0	0
10. USOE's role in providing services to districts should be reduced.	0	11	4	46	36	4
11. The USOE is responsive to the service needs of our district.	37	48	4	11	0	0
12. USOE provides quality services.	40	54	4	4	0	0
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.	4	46	14	29	0	7

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.	25	61	4	11	0	0
15. Our district needs more assistance from the USOE in providing professional development activities.	14	43	14	29	0	0
16. Professional development results in recognized improvements in student performance.	39	46	11	0	4	0
17. The state provides sufficient funds to support professional development.	4	0	4	48	44	0

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
a. Staff Development	26	59	7	7	0	0
b. Information Systems and Technical Support	37	44	4	7	7	0
c. Child Nutrition Services	29	46	7	7	4	7
d. Bilingual Education/Equity	18	39	18	18	7	0
e. Accountability/Assessment/Testing	56	30	15	0	0	0
f. Curriculum Development	36	32	18	14	0	0
g. Students at Risk	25	54	11	11	0	0
h. Special Education	54	32	14	0	0	0
i. Applied Technology Education	54	39	7	0	0	0
k. Finance and Statistics	57	32	11	0	0	0
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development	11	54	25	11	0	0
b. Information Systems and Technical Support	11	50	21	7	11	0
c. Child Nutrition Services	19	58	15	4	0	4

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
d. Bilingual Education/Equity	11	46	32	7	4	0
e. Accountability/Assessment/Testing	21	46	21	11	0	0
f. Curriculum Development	21	43	21	14	0	0
g. Students at Risk	21	46	18	14	0	0
h. Special Education	26	59	15	0	0	0
i. Applied Technology Education	43	39	14	4	0	0
k. Finance and Statistics	32	50	18	0	0	0
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development	21	43	21	14	0	0
b. Information Systems and Technical Support	29	43	14	11	4	0
c. Child Nutrition Services	29	46	18	4	0	4
d. Bilingual Education/Equity	18	39	32	7	4	0
e. Accountability/Assessment/Testing	29	46	18	7	0	0
f. Curriculum Development	32	39	21	7	0	0
g. Students at Risk	25	43	21	7	4	0
h. Special Education	36	54	11	0	0	0
i. Applied Technology Education	46	43	11	0	0	0
k. Finance and Statistics	43	46	11	0	0	0

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).	25	50	18	4	4	0
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.	11	21	18	29	11	11

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.	15	54	19	8	0	4
4. The current management structure of Utah's educational system contains too many management layers.	18	14	25	29	11	4
5. Management responsibilities in Utah's educational system are too fragmented.	11	32	11	32	11	4

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.	4	44	22	22	7	0
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.	0	19	11	67	4	0
3. Current state rules and regulations have significantly increased district and school administrative costs.	19	48	11	19	0	4
4. State reporting requirements are reasonable.	4	33	37	19	7	0
5. The data produced from state reports are useful to our district in making program and management decisions.	7	56	15	19	4	0
6. State reporting requirements have increased district administrative costs.	22	63	7	7	0	0
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.	19	35	23	19	0	4
8. Current state reporting requirements should be reduced.	15	56	30	0	0	0
9. Current state rules and regulations should be replaced with district performance standards.	4	27	27	31	8	4
10. The State should concentrate its resources primarily on districts not meeting performance standards.	13	21	4	54	8	0
11. Significant duplication currently exists between state paper and electronic reporting.	8	42	31	8	0	12
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.	32	44	8	12	0	4

PART G: SHARED SERVICES

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.	19	52	19	7	4	0
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.	22	59	4	15	0	0
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).	15	59	11	7	7	0
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.	0	7	22	33	37	0

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our district frequently utilizes services provided by our Regional Service Center.	52	22	9	9	0	9
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.	39	30	13	9	0	9
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.	5	9	14	55	9	9
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.	0	5	23	41	18	14
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	0	14	23	36	18	9
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.	0	9	27	36	14	14

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.	0	5	23	46	14	14
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.	0	5	38	24	14	19
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.	32	46	14	0	0	9
10. The Regional Service Center in our region is efficient and effective.	41	23	14	14	0	9
11. The Regional Service Center's role in providing services to districts should be expanded.	29	42	17	4	0	8
12. The Regional Service Centers in our region is responsive to the service needs of our district.	42	25	17	4	4	8
13. The Regional Service Center in our region provides quality services.	38	38	8	8	0	8
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.	42	25	21	4	0	8
15. The Regional Service Center's operating plan reflects the needs of our district.	33	29	21	0	4	13

PRINCIPAL'S SURVEY

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.	22	53	12	7	1	5
2. The services provided by USOE are useful to the success of our district's programs and operations.	14	56	20	5	2	4
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.	2	25	25	25	10	13
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	18	30	21	19	5	7
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.	10	34	17	28	8	4
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.	14	52	21	6	2	6
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.	1	16	32	26	5	20
8. The services provided by USOE to districts are important to the success of the Utah public education system.	16	54	19	8	1	2
9. Current USOE services to districts are efficient and effective.	5	43	26	20	2	4
10. USOE's role in providing services to districts should be reduced.	5	18	34	28	9	6
11. The USOE is responsive to the service needs of our district.	8	50	16	15	3	8
12. USOE provides quality services.	11	57	21	8	2	2
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.	4	37	24	18	2	16
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.	19	51	12	8	2	8

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
15. Our district needs more assistance from the USOE in providing professional development activities.	5	23	36	27	2	6
16. Professional development results in recognized improvements in student performance.	30	50	12	4	1	4
17. The state provides sufficient funds to support professional development.	1	12	13	39	30	5

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
a. Staff Development	6	50	17	17	2	8
b. Information Systems and Technical Support	12	55	9	11	2	12
c. Child Nutrition Services	6	33	19	8	2	32
d. Bilingual Education/Equity	3	46	17	12	2	21
e. Accountability/Assessment/Testing	26	57	6	2	2	8
f. Curriculum Development	10	56	13	9	4	9
g. Students at Risk	6	46	22	7	2	17
h. Special Education	13	57	11	6	1	13
i. Applied Technology Education	10	50	13	6	2	19
k. Finance and Statistics	5	27	19	9	4	36
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development	8	41	23	12	2	14
b. Information Systems and Technical Support	9	40	19	10	3	20
c. Child Nutrition Services	5	26	30	6	2	32
d. Bilingual Education/Equity	1	32	27	14	2	23
e. Accountability/Assessment/Testing	9	43	17	17	8	6

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
f. Curriculum Development	6	49	18	15	2	10
g. Students at Risk	6	39	25	9	3	18
h. Special Education	10	46	14	10	2	16
i. Applied Technology Education	6	44	18	10	1	21
k. Finance and Statistics	4	25	21	8	2	40
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development	12	48	15	12	2	11
b. Information Systems and Technical Support	11	42	17	9	2	20
c. Child Nutrition Services	7	27	25	9	2	31
d. Bilingual Education/Equity	4	37	27	10	2	21
e. Accountability/Assessment/Testing	18	49	12	9	3	10
f. Curriculum Development	10	49	14	12	2	14
g. Students at Risk	7	45	19	7	2	20
h. Special Education	11	48	11	10	1	19
i. Applied Technology Education	7	44	19	6	1	23
k. Finance and Statistics	8	24	22	10	0	37

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).	6	38	20	17	11	9
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.	8	40	17	25	6	5

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.	12	50	16	17	2	3
4. The current management structure of Utah's educational system contains too many management layers.	14	34	21	17	4	11
5. Management responsibilities in Utah's educational system are too fragmented.	15	29	24	13	6	14

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.	4	35	23	32	3	4
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.	6	30	27	29	2	7
3. Current state rules and regulations have significantly increased district and school administrative costs.	20	37	19	8	2	15
4. State reporting requirements are reasonable.	0	32	28	28	7	6
5. The data produced from state reports are useful to our district in making program and management decisions.	4	41	25	21	3	6
6. State reporting requirements have increased district administrative costs.	20	49	13	2	2	14
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.	16	43	24	10	1	6
8. Current state reporting requirements should be reduced.	16	45	20	11	1	8
9. Current state rules and regulations should be replaced with district performance standards.	12	35	22	22	5	5
10. The State should concentrate its resources primarily on districts not meeting performance standards.	2	29	26	34	5	4
11. Significant duplication currently exists between state paper and electronic reporting.	13	38	25	3	0	21
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.	4	21	27	16	2	31

PART G: SHARED SERVICES

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.	4	26	28	5	1	36
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.	8	50	19	4	1	18
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).	9	53	16	5	1	17
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.	0	4	20	42	17	17

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our district frequently utilizes services provided by our Regional Service Center.	12	31	12	5	0	40
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.	11	27	16	5	0	41
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.	0	9	19	19	8	46
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.	2	12	17	15	6	48
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	6	13	23	10	4	44
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.	3	16	23	10	3	45

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.	3	12	23	14	3	45
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.	3	15	22	11	4	44
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.	7	29	18	4	0	42
10. The Regional Service Center in our region is efficient and effective.	7	26	16	4	3	44
11. The Regional Service Center's role in providing services to districts should be expanded.	4	21	26	7	1	41
12. The Regional Service Centers in our region is responsive to the service needs of our district.	7	26	22	4	1	40
13. The Regional Service Center in our region provides quality services.	7	31	17	4	0	41
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.	4	30	20	3	1	43
15. The Regional Service Center's operating plan reflects the needs of our district.	4	21	22	7	1	46

MEMORANDUM

TO: Members of the Utah State Board of Education

FROM: Linda Recio
Project Director

DATE: August 31, 2001

RE: Preliminary Report of the USOE Efficiency and Effectiveness Study

Attached to this memo is MGT's Preliminary Report to the Utah State Board of Education (USOE) on the Efficiency and Effectiveness Study of the Utah State Office of Education. Dave Teater and I will be at your September 7, 2001 meeting to present the report.

As you review this report, we
call your attention to two important notations:

- The findings included in the report are preliminary and, for the most part, are limited to perceptual data. Findings and recommendations included in the final report will be based on documentation and analyses. Therefore, the findings and perceptions included should be considered subjective, and conclusions should not be drawn at this time.
- Additional data have been requested of the five state departments of education and will be included as benchmark data in the final report.

We will begin our extensive on-site review process the week of September 10th and will continue to conduct interviews with those of you who we have not yet met.

Should you have any questions, please call me at (850) 386-3191 or e-mail me at linda@mgtamer.com.

We look forward to meeting with you on Friday, September 7, 2001.

L:\1883\1883\Preliminary Report\draft memo.doc

**EFFICIENCY AND EFFECTIVENESS STUDY
OF THE UTAH STATE OFFICE
OF EDUCATION**

PRELIMINARY REPORT

SUBMITTED TO:

**MR. PATRICK OGDEN
ASSOCIATE SUPERINTENDENT FOR
AGENCY SERVICES
UTAH STATE OFFICE OF EDUCATION
250 EAST 500 SOUTH
SALT LAKE CITY, UTAH 84111**

SUBMITTED BY:

**MGT OF AMERICA, INC.
2123 CENTRE POINTE BOULEVARD
TALLAHASSEE, FLORIDA 32308**

August 31, 2001

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- Appendix A: Survey Instruments
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1.0 INTRODUCTION

1.0 INTRODUCTION

In June 2001, MGT of America, Inc., was awarded a contract to conduct an Efficiency and Effectiveness Study of the Utah State Office of Education (USOE). As stated in the Request for Proposals (RFP), the purpose of the Efficiency and Effectiveness Study is to conduct an external study designed to determine the degree to which the Utah State Office of Education (USOE) - the operational arm of the State Board - is efficiently and effectively meeting its constitutional and statutory responsibilities.

The RFP questions and areas of focus that the study must address include the following:

- Effectiveness

- To what degree is USOE carrying out all of its constitutional and statutory responsibilities?
- Is the USOE participating in activities or programs that are outside of its constitutional and statutory responsibilities?
- Are there activities or programs USOE is engaged in that are duplicating local school district efforts?
- Does USOE staff have the knowledge, skills, and experience needed to be effective?
- How can USOE improve its effectiveness?

- Efficiency

- Do resources (both human and monetary) match USOE responsibilities? (Is USOE over- or understaffed, over, or under budgeted?)
- How does USOE compare to other state education agencies in terms of costs, responsibilities, staffing, and funding?

- Focus

- The study will focus on services and activities of the USOE. The study does not include the State Office of Rehabilitation, the Schools for the Deaf and the Blind, and the Applied Technology Centers.
- It is anticipated that the contractor will study among other things: state law, State Board rules, USOE staffing patterns, job descriptions, office publications, budget, and expenditures. Possible sources of information include, but are not limited to: USOE staff, State Board members, district superintendents, contracted auditors, other district personnel, legislators, and legislative staff.

This document provides MGT's preliminary report as required in the RFP. The preliminary report represents the completion of Phases I and II outlined in MGT's work plan as submitted to the State Board of Education in our proposal dated May 1, 2001 (see Exhibit 1-1).

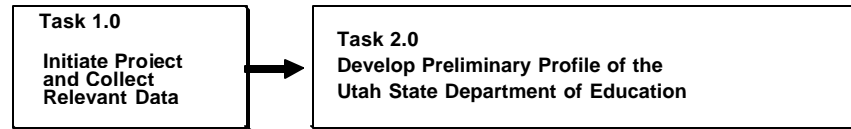
The sections which follow in this report contain the following:

- comparisons with other state offices of education;
- results of superintendent and principal surveys conducted by MGT;
- results of MGT's diagnostic review of the state agency.

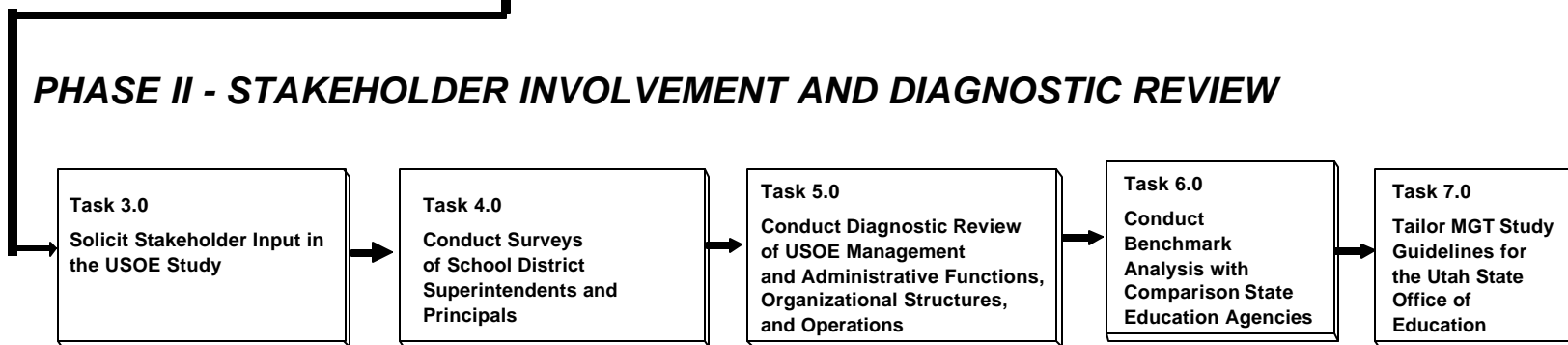
MGT's in-depth review will commence the week of September 10, 2001 and, as required, the final report will be submitted to the Utah State Board of Education by December 31, 2001.

EXHIBIT 1-1
OVERVIEW OF THE EFFICIENCY AND EFFECTIVENESS STUDY OF
THE UTAH STATE OFFICE OF EDUCATION

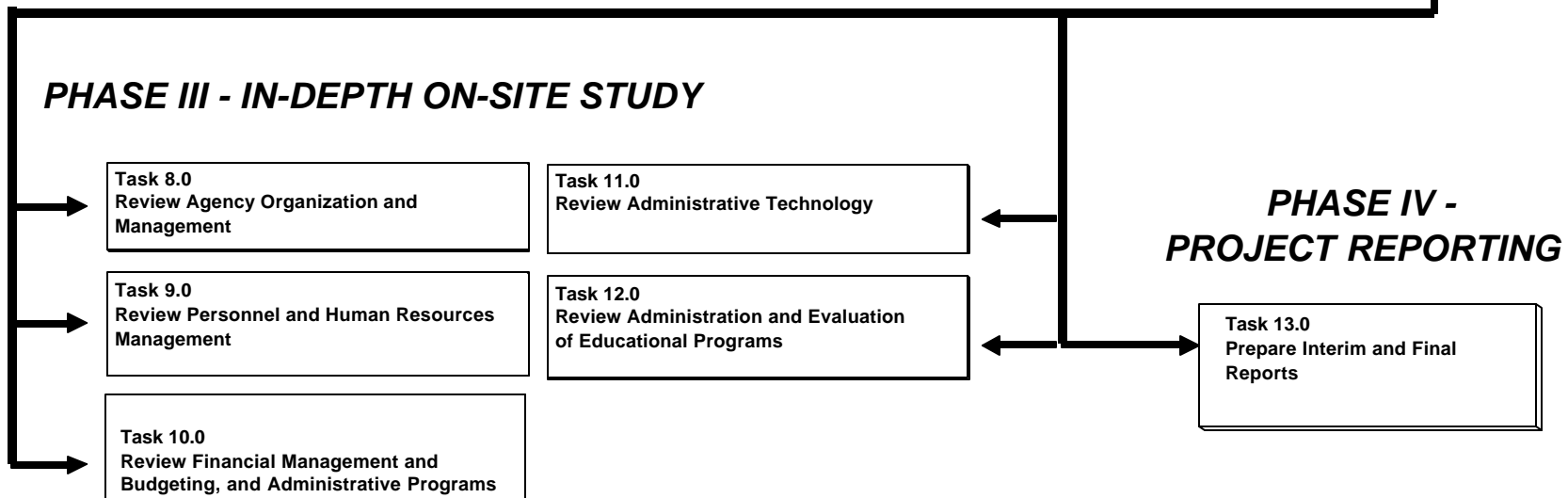
PHASE I - PROJECT INITIATION



PHASE II - STAKEHOLDER INVOLVEMENT AND DIAGNOSTIC REVIEW



PHASE III - IN-DEPTH ON-SITE STUDY



2.0 COMPARISONS OF STATE OFFICES OF EDUCATION

2.0 COMPARISONS OF STATE OFFICES OF EDUCATION

Five states were selected for comparison to the Utah State Office of Education (USOE). These states were selected in collaboration with senior managers in the USOE.

Our experience has found that such comparisons with other similar state offices of education provide valuable insights and often form a basis for determining efficient and effective practices for an organization interested in making improvements. For these comparisons to be meaningful, however, the comparison organizations must be chosen carefully. Ideally, a state office of education should be compared with others representing states that are not only similar in size, ethnicity, and revenue, but those that have similar organization and educational goals.

In making comparisons, the reader must remember that no two organizations serving school systems and state's educational needs are identical. Additionally, as comparisons are made, it is important for USOE and Utah officials to keep in mind that the data can be subjective, as different states have different operational definitions and self-reported data by various departments and school systems. When comparing information across databases of several states, a common set of operational definitions should be established so that comparable data are analyzed to the greatest extent possible. For example, an administrator in one organization may be categorized as a non-administrative coordinator in another organization. Efforts were made to secure operational definitions as MGT consultants conducted data research of comparison organizations and common databases as developed by the United States Government.

The five states selected by USOE officials for these comparisons are:

- Arizona
- Colorado
- Idaho
- Nevada
- Washington

Each of the state departments of education was contacted and web sites examined by MGT consultants to secure data for developing meaningful comparisons. The data request covered a broad range of department operations and organizational matters including:

- accountability information;
- mission/goals;
- various statistics related to pupil achievement, fiscal affairs, and other issues;
- organization of offices of education;
- information related to services provided schools, school districts, and other clients;

- professional standards and certification/licensure services;
- status of state superintendent/CEO/commissioner;
- information on governing board(s); and
- other pertinent data.

Other sources of information used for these comparisons include the United States Department of Education, U. S. Census Bureau, and the National Center for Education Statistics.

The information collected from these sources is compared in the following sections:

- 2.1 General Overview of Comparison States
- 2.2 Mission and Goals of the Comparison State Agencies
- 2.3 Governance
- 2.4 State Offices of Education Organization, Organizational Management, and Services
- 2.5 Financial Information
- 2.6 Personnel Management
- 2.7 Student Information
- 2.8 Summary

2.1 General Overview of Comparison States

The general overview presents information within which to frame other comparisons presented in this section and other chapters of this report. While the population numbers, ethnic and cultural data, economic indicators, and other information vary among the selected comparison states, Exhibit 2-1 presents much data showing the many commonalities that exist. This collection of demographic and other data should assist the reader in the identification of fundamental similarities and differences among the comparison states and between them and Utah and United States figures.

As presented, Exhibit 2-1 shows that:

- Utah has 82,144 square miles of land area and is equivalent to Idaho, smaller than Arizona and Colorado, and larger than Washington;
- with a population of 2,233,169, Utah has fewer people than all comparison states except Nevada;
- Nevada has the most rapid growth rate with a population change of 66.3 percent from 1990 to 2000, while Utah's rate was 29.6 percent;

**EXHIBIT 2-1
SELECTED FACTS FOR STATE OF UTAH,
COMPARISON STATES, AND USA**

FACT	UTAH	ARIZONA	COLORADO	IDAHO	NEVADA	WASHINGTON	USA
Land area (square miles)	82,144	113,635	103,718	82,747	109,826	66,544	3,537,441
Persons per square mile	27.2	45.2	41.5	15.6	18.2	88.6	79.6
Population	2,233,169	5,130,632	4,301,261	1,293,953	1,998,257	5,894,121	281,421,906
Population, percent change, 1990 to 2000	29.6%	40.0%	30.6%	28.5%	66.3%	21.1%	13.1%
Persons under 5 years old	9.4%	7.5%	6.9%	7.5%	7.3%	6.7%	6.8%
Persons under 18 years old	32.2%	26.6%	25.6%	28.5%	25.6%	25.7%	25.7%
Persons 65 years old and over	8.5%	13.0%	9.7%	11.3%	11.0%	11.2%	12.4%
White persons (a)	89.2%	75.5%	82.8%	91.0%	75.2%	81.8%	75.1%
Black or African American persons (a)	0.8%	3.1%	3.8%	0.4%	6.8%	3.2%	12.3%
American Indian and Alaska Native persons, (a)	1.3%	5.0%	1.0%	1.4%	1.3%	1.6%	0.9%
Asian persons (a)	1.7%	1.8%	2.2%	0.9%	4.5%	5.5%	3.6%
Native Hawaiian and Other Pacific Islander (a)	0.7%	0.1%	0.1%	0.1%	0.4%	0.4%	0.1%
Persons reporting some other race (a)	4.2%	11.6%	7.2%	4.2%	8.0%	3.9%	5.5%
Persons reporting two or more races	2.1%	2.9%	2.8%	2.0%	3.8%	3.6%	2.4%
Female population	49.9%	50.1%	49.6%	49.9%	49.1%	50.2%	50.9%
Persons of Hispanic or Latino origin (b)	9.0%	25.3%	17.1%	7.9%	19.7%	7.5%	12.5%
White persons, not of Hispanic/Latino origin	85.3%	63.8%	74.5%	88.0%	65.2%	78.9%	69.1%
High school graduates, persons 25 years and over, 1990	764,006	1,810,097	1,779,016	479,505	622,010	2,620,607	119,524,718
College graduates, persons 25 years and over, 1990	199,753	466,873	568,256	106,135	120,640	716,969	32,310,253
Persons per household, 2000	3.13%	2.64	2.53	2.69	2.62	2.53	2.59
Households with persons under 18 years	45.8%	35.4%	35.3%	38.7%	35.3%	35.2%	36.0%
Median household money income, 1997 model-based estimate	\$38,884	\$34,751	\$40,853	\$33,612	\$39,280	\$41,715	37,005
Persons below poverty, percent, 1997 model-based estimate	10.0%	15.5%	10.2%	13.0%	10.7%	10.2%	13.3%
Children below poverty, percent, 1997 model-based estimate	12.5%	23.2%	14.6%	17.3%	15.5%	15.2%	19.9%

Source: Prepared by MGT of America from U.S. Census Bureau, State and County Quick Facts Data derived from Population Estimates, 2000 Census of Population and Housing, 1990, Census of Population and Housing, Small Area Income and Poverty Estimates, County Business Patterns, 1997, Economic Census, Minority- and Women-Owned Businesses, Building Permits, Consolidate Federal Funds Report, 1997, Census of Government, 2001.

(a) Includes persons reporting only one race

(b) Hispanic may be of any race, so also are included in applicable race categories.

- Utah, with a population of 27.2 persons per square mile, is 52.4 persons less than the national average and exceeds only Idaho and Nevada;
- Utah and all comparison states exceed the United States percent of population changes for 1990-2000;
- Utah's percentage of youthful population (persons under five years and 18 years of age) exceeds all comparison states and the United States percentage averages of the population -- however, Utah's over 65 years of age population (8.5 percent) is 3.9 percentage points lower than the United States average and lower than all comparison states;
- Utah's population is composed of 89.2 percent White (85.3 percent White, not of Hispanic/Latino origin) which is higher than all comparison states except Idaho (91 percent);
- while the United States has 12.3 percent of the population reported as Black or African American, Utah (.8 percent) and Idaho (.4 percent) are lowest among the comparison states;
- Utah with 1.3 percent American Indian and Alaskan Native population is exceeded only by Arizona (5.0 percent) and Washington (1.6 percent) among the comparison districts;
- Utah, with 1.7 percent Asian population, is less than the United States average (3.6 percent) and exceeded by three comparable states including Colorado (2.2 percent), Nevada (4.5 percent), and Washington (5.5 percent);
- Native Hawaiian and other Pacific Islander population represents a negotiable percent of the population (less than .7 percent) for all states reported;
- Arizona population figures show the highest percentages (11.6 percent) of persons of other race(s) with Colorado and Nevada (7.2 and 8.0 percentages, respectively) also exceeding Utah's 4.2 percent;
- there is no significant variation in percentages of population reporting a heritage of two or more races;
- nine percent of Utah's population is reported as Hispanic or Latino origin while Arizona (25.3 percent), Colorado (17.1 percent), Nevada (19.7 percent), and the United States average (12.5 percent) are greater;
- Utah, while ranking third largest in population, also has the third largest number of persons 25 years and older as high school graduates;

- only one comparison state (Idaho) has fewer college graduates 25 years and over;
- at 3.13 persons per household, Utah outranks all comparable states and the United States average of 2.59 persons;
- forty-five and eight-tenths (45.8) percent of Utah's households are inhabited by persons under 18 years of age - higher than any of the comparable states and the United States average;
- Utah's medium household money income is \$38,884 and is exceeded by Colorado (\$40,853), Nevada (\$39,280), and Washington (\$41,715);
- ten percent of Utah's persons are listed as below the poverty level, lower than all comparable states and the United States average of 13.3 percent; and
- all comparable states and the United States average for percent of children below the poverty level exceed the Utah rate (12.5 percent).

Additionally, Exhibit 2-1 provides total population figures for each state and an examination of student membership statistics and rankings. Exhibit 2-2 provides a direct parallel for the student population in each state.

**EXHIBIT 2-2
STUDENT MEMBERSHIP AND RANKING FOR
UTAH AND COMPARABLE STATES
FALL 1999**

STATE	MEMBERSHIP	RANK
Utah	480,255	4
Arizona	852,612	2
Colorado	708,109	3
Idaho	245,331	6
Nevada	325,610	5
Washington	1,003,714	1

Source: Prepared by MGT of America from United States Department of Education, National Center for Education Statistics, Common Core of Data, 2001

Exhibit 2-2 shows the total student membership and related ranking for Utah and the five comparable states. The exhibit shows:

- the range of student membership is from a high of 1,003,714 (Washington) to a low of 245,331 (Idaho); and
- Utah ranges fourth in membership with a total of 480,255 students.

2.2 Mission and Goals of the Comparison State Agencies

Each state has developed mission, goals, objectives, or other statements of standards or expectations designed to provide focus for the state organization, school districts, and schools within the state.

2.2.1 Utah

As stated in the Utah State Board of Education's Web site, 1999 Legislation requires the:

...State Board of Education {to} have ongoing strategic planning for {the public} education system; and. . . complete its first written plan by September 1, 2000, and . . . subsequent plans by September 1 in each third year{;} the board shall submit a copy of {the} written plan in the appropriate year to the Strategic Planning for Public and Higher Education Committee and the Utah Tomorrow Strategic Planning Committee. . . {The} strategic plan shall include at least the following components: the respective education system's mission; system goals that address issues critical for accomplishing the mission; the objectives to be accomplished during the years following submission of the strategic plan; action plans specifying the means of accomplishing the goals and objectives, including proposed statutes, policies, programs, and initiatives; and performance measures required to report on the accomplishment of goals and objectives and the implementation and outcomes of action plans {53A-1a-102}.

According to the Utah State Board of Education's Web site, the mission of Public Education in Utah is:

...to be a world leader in providing the opportunities and instructional support for each student to gain the basic knowledge, understanding, and life skills necessary to be a literate, civil, responsible, and contributing citizen in a diverse, changing, and integrated society, with the understanding that basic knowledge includes the arts, humanities, and sciences as defined by the State Core Curriculum; life skills are defined as lifelong learning, complex thinking, effective communication, responsible citizenship, employability, character development, and ethics; and literate means the ability to use words and numbers to communicate and apply basic knowledge.

In a message from the State Superintendent, written for the Annual Report of the State Superintendent of Public Instruction, 1998-99, he states:

The updated mission of public education in Utah is that it be a world leading in providing the opportunities and instructional support for each student to gain the basic knowledge, understanding, and life skills necessary to be a literate, civil, responsible, and contributing citizen in a diverse, changing, and integrated society. In this context, basic knowledge includes arts, humanities, and sciences as defined by the State Core Curriculum; life skills are defined as lifelong learning complex thinking, effective communication, responsible citizenship, employability,

character development, and ethics; and literate means the ability to use words and numbers to communicate and apply basic knowledge. To fulfill this mission, the USBE selected 12 goals. These goals reflect participation with the Public and Higher Education Strategic Planning Task Force and the internal planning of the State Board and USOE. Utah's 40 school districts, public schools, and four regional service areas are aligning their plans with the updated State Strategic Plan.

The Utah State Board of Education has selected 12 goals (as noted in *Annual Report of the State Superintendent of Public Instruction, 1998-99*) which state education policy and how related strategies and actions will be directed. These goals include input from the Public and Higher Education Strategic Planning Task Force as well as from internal planning of the State Board of Education. Exhibit 1-3 presents the 12 goals.

2.2.2 Arizona

Arizona's educational governance is organized into several boards (see Section 2.3 of this chapter) each assigned specific missions. These include the following boards and responsibilities as identified on the Arizona Department of Education Website:

- State Board of Education – to aggressively set policies that foster excellence in public education;
- State Board for Charter Schools – the State Board for Charter Schools is established consisting of members specified in law representing specific bodies or constituencies for purposes of sponsoring Charter Schools and recommending legislation pertaining to Charter Schools;
- State Board for Vocational and Technology Education – (mission not provided); and
- Arizona School Facilitative Board – implement Arizona's "Student's First" school capital finance program funded by revenues from the state transaction privilege (sales) tax.

2.2.3 Colorado

The Colorado State Board of Education has set statewide goals for improvement of education. However, the emphasis is upon each local district's developing their own goals and accountability program tailored to its community and consistent with the state's goals.

In December 2000, the State Board of Education adopted a resolution stating a "Commitment to a Strong Academic Education" that included the following provisions:

EXHIBIT 2-3
TWELVE GOALS OF THE UTAH STATE BOARD OF EDUCATION

1. We will eliminate the negative impacts of large class size through innovative approaches to staffing, technology, scheduling, facilities and funding.
2. We will redesign the middle and junior high schools to address the unique developmental needs of students at that level.
3. We will provide for safe, orderly schools which teach and encourage civil and ethical behavior.
4. We will enrich the educational experience for all students by recognizing and valuing the diversity within the students, staff, and patrons of all schools.
5. We will significantly increase opportunities for relevant professional development of Utah's educators and include appropriate accountability procedures.
6. We will create a culture in all schools that encourages parental involvement and is responsive to their concerns.
7. We will define high standards for student performance and align them with assessment and accountability procedures.
8. We will support and encourage parents in their efforts to provide preschool literacy and readiness opportunities for their children.
9. We will increase the accessibility and use of appropriate technology in every school.
10. We will strengthen communication relative to the mission, goals and progress of public education in Utah.
11. We will expand and strengthen school/business partnerships that support our mission.
12. We will continue to emphasize the relevance of education for each student through such personalized mechanisms as the Student Education Plan (SE).

Source: Utah State Board of Education Web Site, 2001.

- Schools are primarily institutions of learning and shall not be diverted from this noble mission by attempting to meet every non-academic need of students;
- children are not a resource for the state;
- business should not be required or pressured by incentives or disincentives to participate in career programs;
- government controlled economies have historically failed and free market economies have flourished;
- diplomas shall be determined at the local level;
- graduation shall be based on completion of study of core academics and non-academics shall be a voluntary nature. Vocational directions shall be exclusively the free choice of individual students; and
- the Colorado State Board of Education upholds the American Free Enterprise System and supports a strong well-rounded academic education which offers all students the foundation to succeed in whatever postsecondary education or vocation they should choose to pursue.

The Colorado State Board has committed to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements:

- high standards for what students must know and be able to do;
- challenging assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well schools serve children; and
- rigorous accountability measures that tie the accreditation of school districts to high student achievement.

These elements have resulted in the establishment of one primary goal related to academic standards- - - "to establish for all students in Colorado a public education system that promotes high academic achievement through quality content standards."

2.2.4 Idaho

The overall goal of the Idaho State Board of Education is to provide an effective, integrated educational system that serves the needs of all Idahoans. The State Board of Education of Idaho has adopted the following missions/goals statement:

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public

primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states and countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are high quality, accessible, relevant, and efficient. To that end, the Board has adopted the following goals and objectives for the education system:

- *direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry;*
- *provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners;*
- *ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government; and*
- *ensure maximum benefit from education resources through efficient operation and management of the education system and investments in student learning centered software.*

This mission/goal statement is based upon specific administrative rules of the State Board and the following stated vision:

The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Implementation of these statements is framed in the Statewide Strategic Plan (2000-2005) and is reflected in a series of objectives. Accountability is determined through statewide existing standards/assessments for public school students.

2.2.5 Nevada

In 1997 and 1999, the Nevada Legislature passed major education reform legislation. A major emphasis of this legislation was to create standards to help improve the academic achievement of Nevada's students.

To accomplish this goal, the Nevada Council to Establish Academic Standards for Public Schools was established. This council was charged with establishing high, measurable standards in English language arts, mathematics and science. They are similarly

charged with establishing standards in social studies, computer and technology education, health and physical education and the arts.

The council promoted in the development of a strategic plan to guide the work of the Nevada Department of Education. The following eight key long-term objectives have been adopted:

- *to ensure equal access to educational services for all Nevada students, recognizing the changing population and demographics;*
- *to ensure that all students acquire ability to be lifelong learners, problem solvers, and citizens able to adapt to the changing world and contribute to society;*
- *to ensure that every high school student possesses the skill and ability to earn a high school diploma;*
- *to ensure that all children will start school ready to learn;*
- *to establish standards and programs for students that ensure high achievement;*
- *to ensure the health and safety of Nevada public school students;*
- *to strengthen stakeholders' involvement in public education; and*
- *to improve the Department of Education's capacity and effectiveness in implementing the strategic plan.*

Accountability in Nevada involves activity in the following six defined areas:

- *Standards, Curricula, and Assessments: Schools that have the highest expectations for the accomplishments of all learners, preparing students for future work, education and community life.*
- *School Health, Safety, and Nutrition: Students who are safe, well-nourished, healthy, and ready to learn.*
- *Educational Equity: Schools that welcome all learners, valuing the diversity that makes each student a unique member of the community of learners.*
- *Human Resources and Licensure: Schools where professionals are admired for their commitment to students, respected for their craft as educators and trusted in their roles as decision makers.*
- *School Improvement and Workforce Education: Schools that have a clear vision for educational excellence, linkages to the community and the capacity to engage in continuous self-renewal to make the vision possible for all learners.*

- *Finance and Accountability: An effective and efficient system for finance and accountability in leading Nevada's citizens in accomplishing lifelong learning and educational excellence.*

2.2.6 Washington

The mission of Washington State Board of Education is stated as “providing leadership, support, and advocacy, so that each student achieves success in school and life.”

The 1999 Legislature created the Academic Achievement and Accountability Commission to provide oversight of Washington's K-12 educational accountability system. The Education Reform Act outlines the state's learning goals. This has resulted in the establishment of the Essential Academic Learning Requirements that represent targets for students and teachers, development of an assessment system measuring both teacher and student performance, and holding students, teachers, schools, and districts accountable for better performance and results.

The State of Washington's goals are reflected through the following:

- *goals/targets – adoption and revisions of performance improvement goals in reading, science, and mathematics by subject and grade level;*
- *identify the scores students must achieve in order to meet standards on the Washington Assessment of Student Learning; also determine student scores for levels of student performance below and above the standard;*
- *successful schools/districts adoption of objective, systematic criteria to identify successful schools and school districts;*
- *incentives/rewards identify performance incentive systems that have improved, or have the potential to improve, student achievement and recommend policies to the Legislature;*
- *targeted and general assistance adopt objective, systematic criteria to identify schools and school districts in need of assistance and recommend policies to the Legislature and others regarding additional assistance measures for students and schools; and*
- *intervention – adopt objective, systematic criteria to identify schools and school districts in which significant numbers of students persistently fail to meet state standards.*

2.2.7 Summary

A review of the comparable state documents containing mission, goals, objectives, standards, and other similar statements indicates that each state is focusing on increasing student academic performance. Colorado, Idaho, and Nevada provide more

definitive information related to how state mission and goals are articulated. Arizona's information is not as detailed. Colorado's focus upon accountability and emphasis upon local (school and school district) involvement in goal setting appears to be stronger than Utah and the other comparable states. All states included reference to student performance measures as a means to establish accountability. Arizona's evidence of this is found in documents containing standards for subject areas and individual courses while other state boards include reference within published documents to missions, goals, objectives, standards, and similar statements.

2.3 Governance

Most of the comparison states and Utah are governed by an elected board of education. Exhibit 2-4 shows the membership numbers and the overall selection process. The exhibit shows that:

- Utah has the largest board membership with 15 members, and two additional non-voting members of the Board of Regents added in Summer 2001, for a total of 17;
- three states (Arizona, Colorado and Idaho) have seven members;
- two states, Nevada and Washington, have 11 members;
- Idaho and Washington's state superintendents of schools are ex-officio members: Idaho's will full voting powers and Washington's with tie-breaking voting authority;
- Utah and Washington each have non-voting student representation; and
- six of Idaho's members are appointed.

Differences exist in governance responsibilities between Utah and comparison State Boards of Education and among the comparison states.

EXHIBIT 2-4 STATE BOARD OF EDUCATION MEMBERSHIP AND SELECTION PROCESS

STATE	NUMBER OF MEMBERS	ELECTED	APPOINTED
Utah	17 ⁽¹⁾	X	X
Arizona	9	X	
Colorado	7	X	
Idaho	7	⁽³⁾	X
Nevada	11	X	
Washington	11 ^{(2) (3)}	X	

Source: Prepared by MGT of America from Utah, Arizona, Colorado, Idaho, Nevada, State Offices of Education Web site; and Washington State Board of Education Office, 2001.

(1) Includes two additional non-voting members of the Board of Regents added in Summer 2001.

(2) Includes two non-voting student members.

(3) The elected state superintendent sits as an ex-officio member.

2.3.1 Utah

Article X, Section 1, 2 and 3 of the Constitution of the State of Utah defines the public school system and vests general control and supervision in the State Board of Education. Exhibit 2-5 describes these provisions and shows that:

- the public education system includes all public elementary and secondary schools;
- the public education system includes other schools and programs as designated by the Legislature;
- general control and supervision of public education is vested with a State Board of Education; and
- the State Board appoints a State Superintendent of Public Instruction.

The laws of Utah prescribe responsibilities for the State Board of Education including ongoing strategic planning, policy development, and the establishment of goals.

2.3.2 Arizona

The powers and duties of the Arizona State Board of Education are prescribed in Arizona Statute 15-203. The statute contains 27 specific provisions and six primary areas of authority for governing public education, including:

- Contracts;
- Sue and be sued;
- Distribute and score the tests prescribed in law;
- Provide for an advisory committee and administrative law judges to conduct hearings to determine whether grounds exist to impose disciplinary actions against a certificated person and whether grounds exist to reinstate a revoked or surrendered certificate. The board may delegate its responsibility to conduct hearings to its advisory committee and to administrative law judges. Hearings shall be conducted pursuant to [law].
- Proceed with the disposal of any complaint requesting disciplinary action or with any disciplinary action against a person holding a certificate as prescribed [by law] after the suspension or expiration of the certificate or surrender of the certificate by the holder.
- Assess costs and reasonable attorney fees against a person who files a frivolous complaint or who files a complaint in bad faith. Costs assessed pursuant to this paragraph shall not exceed the expenses incurred by the state board in the investigation of the complaint.

**EXHIBIT 2-5
ARTICLE X SECTIONS 1, 2, AND 3,
OF THE CONSTITUTION OF
THE STATE OF UTAH**

Article X. Education

Sec. 1. [Free nonsectarian schools.]

The Legislature shall provide for the establishment and maintenance of the state's education systems including: (a) a public education system, which shall be open to all children of the state; and (b) a higher education system. Both systems shall be free from sectarian control.

July 1, 1987

Sec. 2. [Defining what shall constitute the public school system.]

The public education system shall include all public elementary and secondary schools and such other schools and programs as the Legislature may designate. The higher education system shall include all public universities and colleges and such other institutions and programs as the Legislature may designate. Public elementary and secondary schools shall be free, except the Legislature may authorize the imposition of fees in the secondary schools.

November 8, 1910

July 1, 1987

Sec. 3. [State Board of Education.]

The general control and supervision of the public education system shall be vested in a State Board of Education. The membership of the board shall be established and elected as provided by statute. The State Board of Education shall appoint a State Superintendent of Public Instruction who shall be the executive officer of the board.

July 1, 1987

Source: Article X. Section 1,2, and 3 of the Constitution of the State of Utah, Excerpt from the USOE Web site, 2001.

The State Board of Education is responsible for the supervision of the state Superintendent of Public Instruction.

As noted in Subsection 2.2.2, Arizona has additional state boards, each with missions and separate responsibilities. These boards include the State Board for Charter Schools, State Board for Vocational and Technical Education, and Arizona School Facilities Board. In addition, higher education is governed by a Board of Regents and a State Board of Directors for Community Colleges of Arizona.

2.3.3 Colorado

The Colorado State Board of Education derives its powers from Article IX of the Colorado State Constitution and is charged with the general supervision of public schools. The powers and duties of the State Board are described in Section 22-2-105 through 109 of the Colorado Revised Statutes. As the governing board of the Colorado Department of Education, the State Board:

- provides educational leadership for the state;
- appoints the Commissioner of Education;
- employs personnel of the Department of Education;
- approves the Department of Education budget;
- makes rules, regulations, and policies that govern the Colorado Department of Education, public education including pre-kindergarten through 12th grade, adult education, and public libraries;
- accredits public school districts;
- facilitates the provision of library services to the citizens of Colorado through the State Library;
- distributes state and federal funds;
- regulates educator licensing;
- supervises adult basic education and public libraries;
- appoints advisory committees;
- grants waivers of Colorado education law and regulations;
- exercises judicial authority with regard to appeals by charter schools; and
- submits recommendations for educational improvements to the General Assembly and Governor.

Under Colorado law, the State Board of Education has a duty to promulgate and adopt policies, rules, and regulations concerning general supervision of the public schools, the Department of Education, and educational programs maintained and operated by all state governmental agencies for persons who have not completed the 12th grade level of instruction.

2.3.4 Idaho

The Idaho State Board of Education, as the designated policy making body for the institutions and agencies under its governance, has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 et seq. of the Idaho Code. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. That responsibility is clearly delegated to the respective chief executive officers. Members of the Board, as representatives of the state of Idaho and its citizens, may exercise official authority only when the Board is in session or when they are acting on behalf of Board pursuant to its direction.

The Idaho Legislature sets the framework for the system of education governance. Among the educational measures enacted by the Legislature is the official establishment of a State Department of Education with responsibility in a variety of areas, including:

- school lunch program;
- school transportation;
- teacher certification;
- curriculum development; and
- other public school concerns.

The Idaho public education system, over which the Board is responsible, consists of the following institutions and agencies:

- all public primary/secondary schools;
- school for the deaf and the blind;
- state universities and colleges (some have local boards);
- Division of Professional-Technical Education;
- Idaho Education Public Broadcasting System;
- Division of Vocational Rehabilitation;
- Idaho State Library (has a board appointed by the State Board);

- Idaho State Historical society (has a board appointed by the State Board);
- State Department of Education;
- Office of the State Board of Education; and
- Museum of Natural History.

The Idaho State Board of Education appoints and directs the work of the Executive Director for the State Board of Education.

2.3.5 Nevada

The Nevada State Board of Education acts as an advocate for all children and sets the policy that allows every child equal access to educational services, provides the vision for the educational system and works in partnership with other stakeholders to ensure high levels of success for all in terms of job readiness, graduation, ability to be lifelong learners, problem solvers, citizens able to adapt to a changing world and contributing members of society. The State Board of Education is responsible for public education and directs the work of the State Superintendent of Public Instruction. In this role the Board establishes policies in a number of areas, including:

- organizational structure of the Nevada Department of Education;
- educational equity;
- finance and accountability;
- school health, safety, and nutrition;
- human resources and technology;
- licensure;
- standards, curriculum, and assessment; and
- workforce education.

2.3.6 Washington

The Washington State Board of Education is constituted by the Legislature, restructured most recently in 1992. Through state statutes, the State Board of Education has been assigned policy development powers and duties. These include the following major policy areas:

- broad authority for the preparation and certification of teachers, administrators (principals, district program administrators,

superintendents), and educational staff associates (school counselors, school psychologists, etc.);

- funding distribution authority for state matching funds for school construction (both new construction and modernization projects);
- establishing state minimum high school graduation requirements (reviewed approximately every ten years);
- school accreditation--by law, the "system" is voluntary and cannot be mandated by the Board;
- private school approval--technically, private schools are required by law to seek Board approval to operate (Neither the Board nor SPI has the resources to check on every school);
- school district boundaries with final determination assigned to the regional committees on school district organization; and
- monitor and determine school district compliance with requirements and consider and grant waiver.

Additionally, the State Board has responsibility for other policy areas, including:

- conduct elections for ESD boards;
- determine qualifications for school bus drivers;
- establish immunization requirements;
- set uniform entry age requirements to kindergarten and first grade;
- pupil safety procedures;
- central purchasing;
- real property sales contracts;
- pupil discipline and due process provisions;
- annually approve the eligibility standards handbook for interscholastic activities;
- courses of study and equivalencies;
- parents' rights regarding pupil testing and record keeping;
- library media centers;
- teachers' responsibilities;

- approve standardized tests used by home school parents; and
- approve education centers.

2.3.7 Summary

A review of comparable states and Utah's governance provisions identifies a significant number of commonalities. These include major responsibility for policy development, establishing student performance standards, and establishing and monitoring the accountability process(es).

Differences among the states include the scope of governance. Some are limited to Pre-K through Grade 12 public education; others include postsecondary education; and one has powers over libraries, historical organizations, and a natural museum along with a State Department of Education.

2.4 State Offices of Education - Organization, Organizational Management, and Services

Each state has established an office of education as provided by their respective constitutions and legislated mandates. Each office is administered by either an elected or appointed executive officer with powers and duties as prescribed by statute and state board policies.

Exhibits 2-6 through 2-10 present the organizational charts for the state office/department of education in the states of Utah, Colorado, Idaho, Nevada and Washington. A current organizational chart was unavailable for Arizona; however, a listing of functional areas is included within the appropriate subsection and assists in understanding the organization of this state agency.

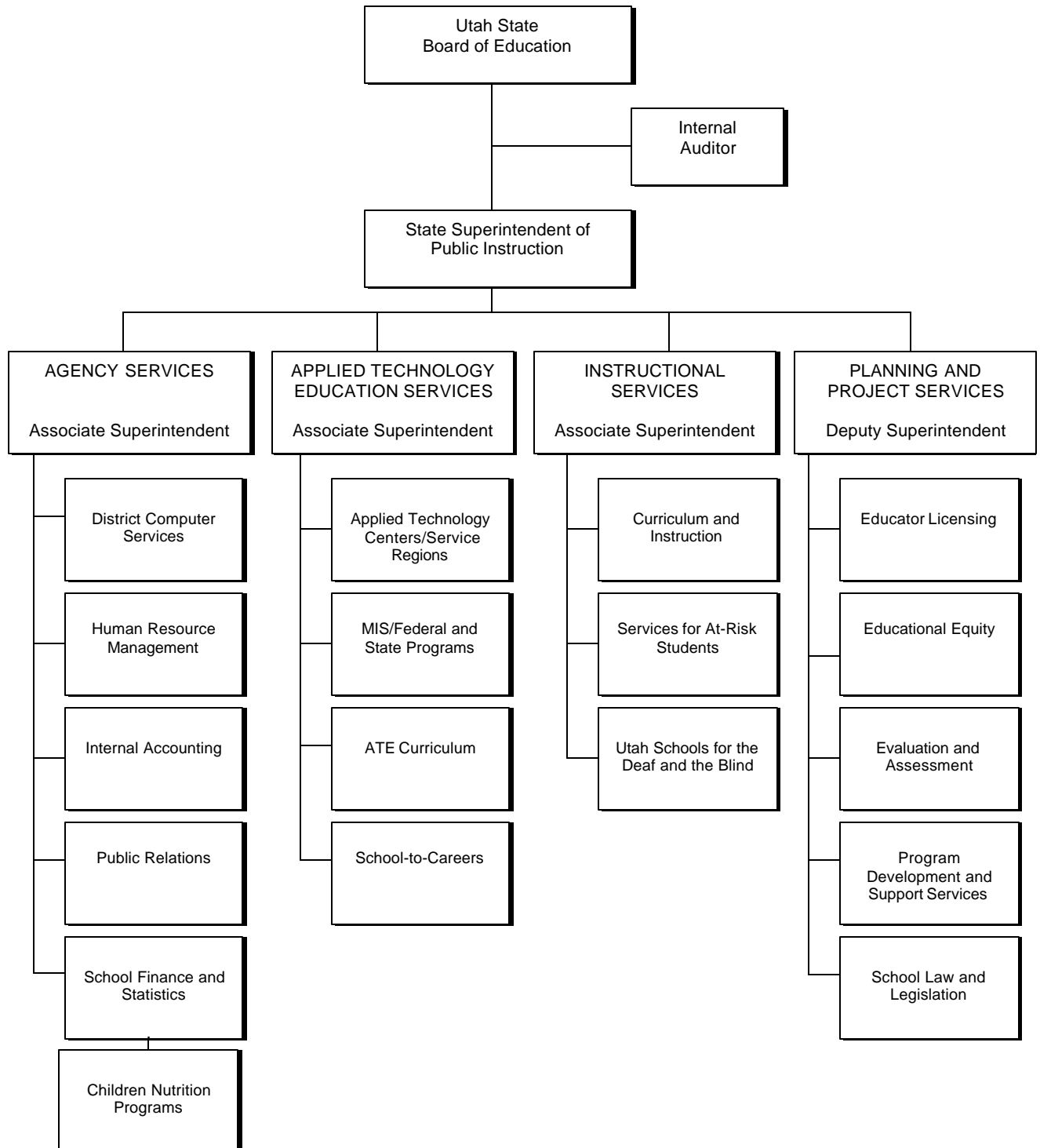
2.4.1 Utah

The Utah State Office of Education is overseen by the Board appointed Utah State Superintendent of Public Instruction. The Superintendent, serving at the pleasure of the Board, is in his third year of employment.

Exhibit 2-6 shows the organizational structure of the Utah State Office of Education. As shown, USOE has an:

- four primary divisions are administered by three associate and one deputy superintendent positions;
- the Associate Superintendent of Agency Services oversees the Children Nutrition Programs, District Computer Services, Human Resource Management, Internal Accounting, Public Relations, and School Finance and Statistics;

**EXHIBIT 2-6
UTAH STATE OFFICE OF EDUCATION
ORGANIZATION STRUCTURE**



Source: Utah State Office of Education, Office of Public Relations, 2001.

- the Associate Superintendent of Applied Technology Education Services oversees the Applied Technology Centers/Service Regions, Federal Programs, School District ATE Programs, School-to-Careers, and Student Services;
- the Associate Superintendent of Instructional Services oversees Curriculum and Instruction, Services for At-Risk Students, and the Utah School for the Deaf and the Blind; and
- the Deputy Superintendent of Planning and Project Services oversees Educator Licensing, Educational Equity, Evaluation and Assessment, Program Development and Support Services, and School Law and Legislation, and a section responsible for educator licensing.

There are four regional service centers (education cooperatives) in Utah:

- Central Utah Educational Services (CUES);
- Northeastern Utah Educational Services (NUES);
- Southeast Educational Service Center (SESC); and
- Southwest Educational Development Center (SWEC).

These four centers (established in the 1960s) provide services that school districts may be unable to provide on their own for 26 rural school districts. The centers provide services based on need or at a district's request. Each Center is administered by a Director and are staffed with from six members in the SESC up to a total of 12 staff members in SEDC. A portion of the Center funding is received from a state allotment; however, the majority of the Center budgets is paid by the member districts and other state organizations that choose to participate in different cooperative initiatives.

Each Center is governed by a Board consisting of the superintendent of each of the districts served. All Center Directors are on the Board of the Utah Rural Schools Association. Center services vary from region-to-region and as directed by their respective Boards. Some of the services offered include educational video services, computer repair, technology support, assistance in managing internet connections, an internet help desk, web based e-mail, distance learning, special education, speech and hearing, a reading specialist, cooperative purchasing, drivers education simulators, and technology training. Additionally, the Centers assist in sponsoring a statewide conference each summer attended by an estimated 500 to 600 educators.

2.4.2 Arizona

While Arizona was unable to provide a current organizational chart for the Arizona Department of Education, the agency supplied a detailed list of Educational Programs and Service Programs. The original list contained 134 programs and services. The following list summarizes that information and assists in understanding the dimensions of the Department's responsibilities:

- academic standards and accountability unit;
- academic support unit;
- achievement testing;
- administration;
- adult education;
- AIDS/HIV education and comprehensive health education;
- Arizona's Instrument to Measure Standards (AIMS)/assessment;
- bilingual programs, LEP, and ESOL;
- career and technical education unit;
- charter schools;
- chemical abuse prevention;
- citizenship/naturalization
- community affairs/Public Information Office;
- Comprehensive School Reform Demonstration Project (CSRD);
- day care;
- driver education;
- early childhood education;
- exceptional student education and services;
- family literacy;
- federal programs unit;
- finance reporting unit;
- GED;
- gifted education;
- grants management;
- homeless education;
- human resources unit;
- Indian education;
- industrial technology education/vocational education;
- MIS
- nutrition/food distribution/adult care;
- parent involvement/parenting/Parent Information Network (PIN);
- purchasing unit;
- Regional Training Centers (RTC);
- research and policy;
- Rural Achievement Program;
- student services unit;
- teacher certification;
- technology; and
- workforce development.

The Arizona Department of Education is administered by the State Superintendent of Public Instruction and appointed by the Board. The Superintendent was appointed to his position in May 2001 and is in his first year of service.

2.4.3 Colorado

The Colorado Department of Education is administered by a board-appointed Commissioner of Education who serves as the secretary to the State Board of Education. The current Commissioner has filled the position for 11 years.

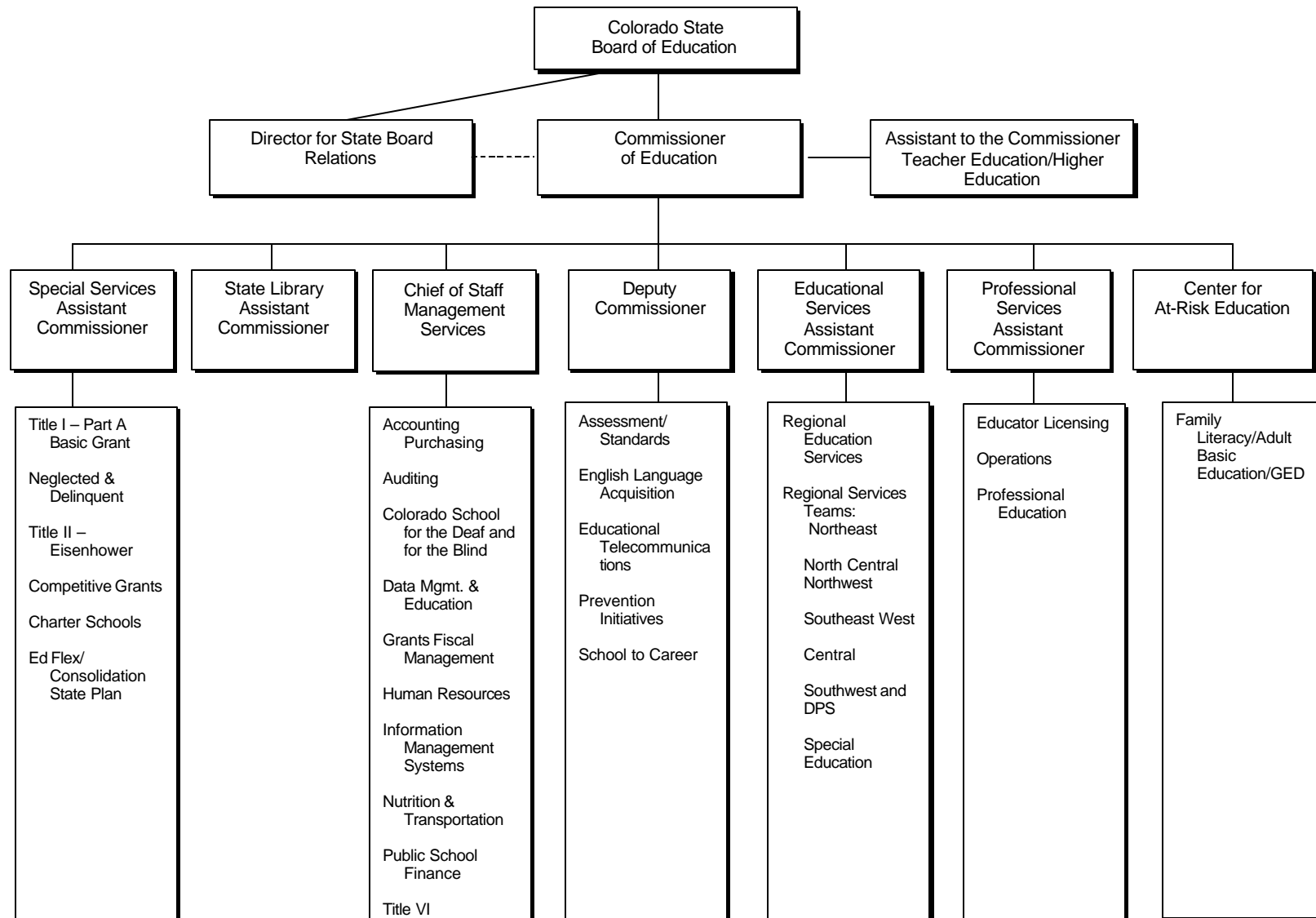
The Colorado Department of Education's tasks at the state level include:

- supervision of school administration, including accreditation, teacher licensing, school transportation, school nutrition, special education, and early childhood education;
- administration and distribution of funds for a number of federal and state educational programs, centering on issues such as student literacy, technology, school reform, and the prevention of at-risk behavior;
- administration of the state's library system, as well as all adult education efforts that do not fall under the supervision of Colorado's higher education system;
- provision of consultation services on education issues to administrators and educators throughout the state;
- oversight of school finance and audits the distribution of education funds;
- development of new educational policies;
- linkage between school districts and state and federal legislators; and
- provision of education data and information for public education in Colorado.

Exhibit 2-7, Colorado Department of Education Organizational Chart, provides a description of the Department's structure. The exhibit shows that:

- the Commissioner of Education has eight direct reports and a working relationship with the Director for State Board Relations;
- the Department is organized into seven primary divisions including: Special Services, State Library, Management Services, Deputy Commissioner, Educational Services, Professional Services, and Center for At-Risk Education;

EXHIBIT 2-7 COLORADO DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART



Source: Prepared by MGT of America from Colorado Department of Education, 2001.

- the divisions are administered by four assistant commissioners, one chief of staff, one deputy commissioner, and one director positions;
- there are eight regional service teams;
- an Assistant to the Commissioner is responsible for teacher education/higher education; and
- a section is responsible for educator licensing.

2.4.4 Idaho

The State Superintendent of Public Instruction is an elected official currently completing the second year of a four-year term of office. The Superintendent of Public Instruction serves as executive officer of the Idaho State Department of Education while an Executive Director serves as executive officer of the State Board of Education. The Executive Director is appointed by and serves at the pleasure of the Board.

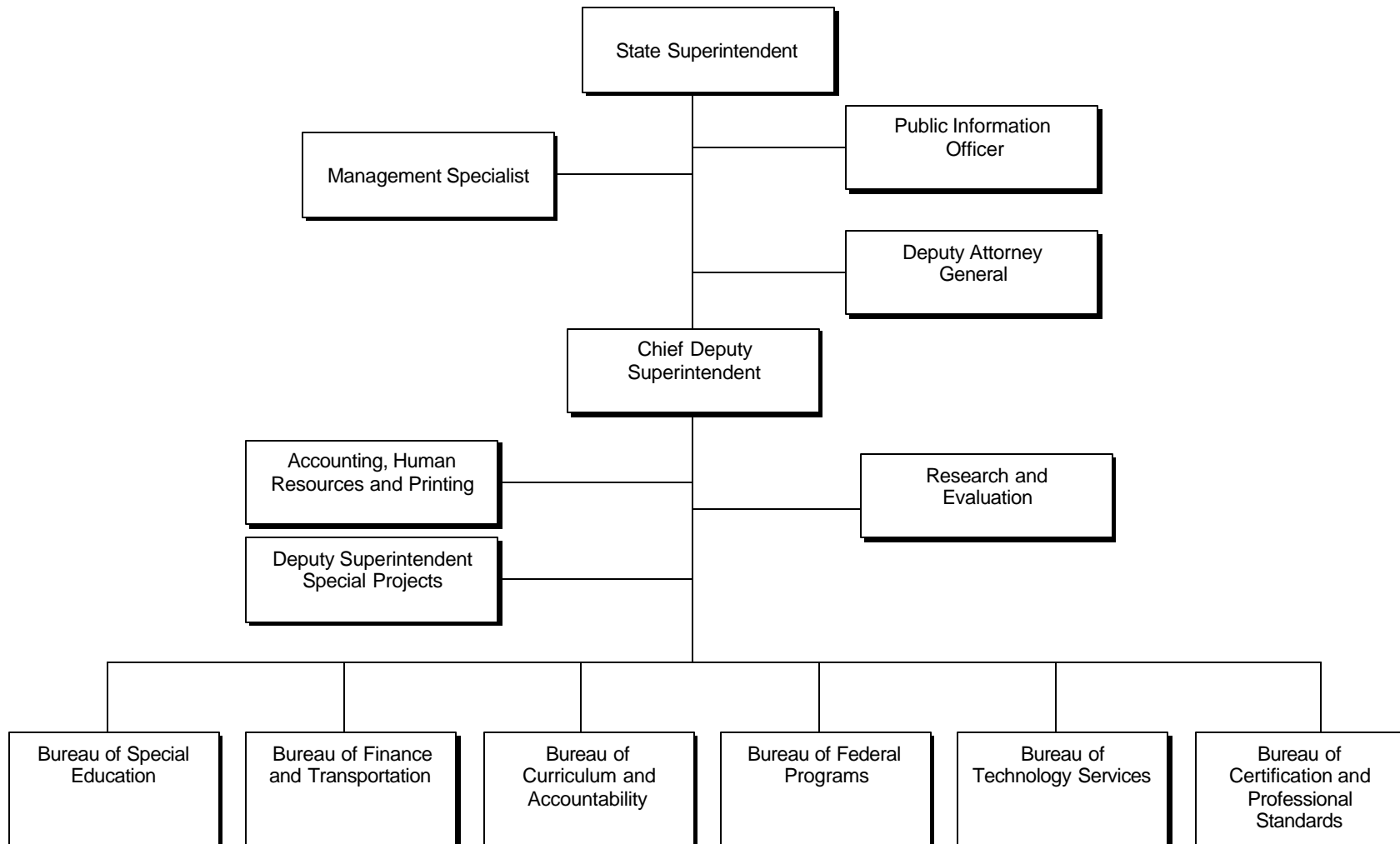
Exhibit 2-8 provides the current organizational chart for the Idaho State Department of Education. The exhibit shows that:

- the State Superintendent is assisted by a chief deputy position, directors of six bureaus, a public information officer position, a management specialist, heads of Research and Evaluation and the Accounting, Human Resources and Printing sections, a Deputy Attorney General, and a Deputy Superintendent for Special Projects;
- a total of four positions report to the State Superintendent;
- certification and professional standards are administered through one of the six bureaus; and
- a total of nine positions report to the Chief Deputy Superintendent.

In Idaho, a separate State Department of Administration is responsible for a number of important support functions, including:

- insurance management;
- administrative rules for all state agencies by managing the promulgation process and providing related training;
- certain facilities;
- records management;
- security services, and
- video conferencing.

**EXHIBIT 2-8
IDAHO STATE DEPARTMENT OF EDUCATION
ORGANIZATIONAL CHART**



Source: Prepared by MGT of America from Idaho State Department of Education Information, 2001.

2.4.5 Nevada

The Nevada Department of Education was reorganized in 1996 to more closely align with the major goals of the State Board of Education. The Department is administered by a board-appointed State Superintendent of Public Instruction. The current Superintendent has been employed since November 2000.

Exhibit 2-9 provides the Nevada Department of Education's organizational structure. As shown, the Department:

- is organized into six Leadership Teams, including Health and Safety, Educational Equity, Standards, Curricular and Assessments, Human Resources and Licensure, School Improvement and Workforce Education, and Finance and Accountability;
- has four Focus Teams comprised of representatives from the Leadership Teams and responsible for IASA, Goals 2000, Professional Development, and Technology units; and
- the leaders of each Leadership Team are members of the Core Team and report directly to the Superintendent.

The State Department of Education administers, supports, and provides assistance for over 260 programs and functions for Nevada's educational system.

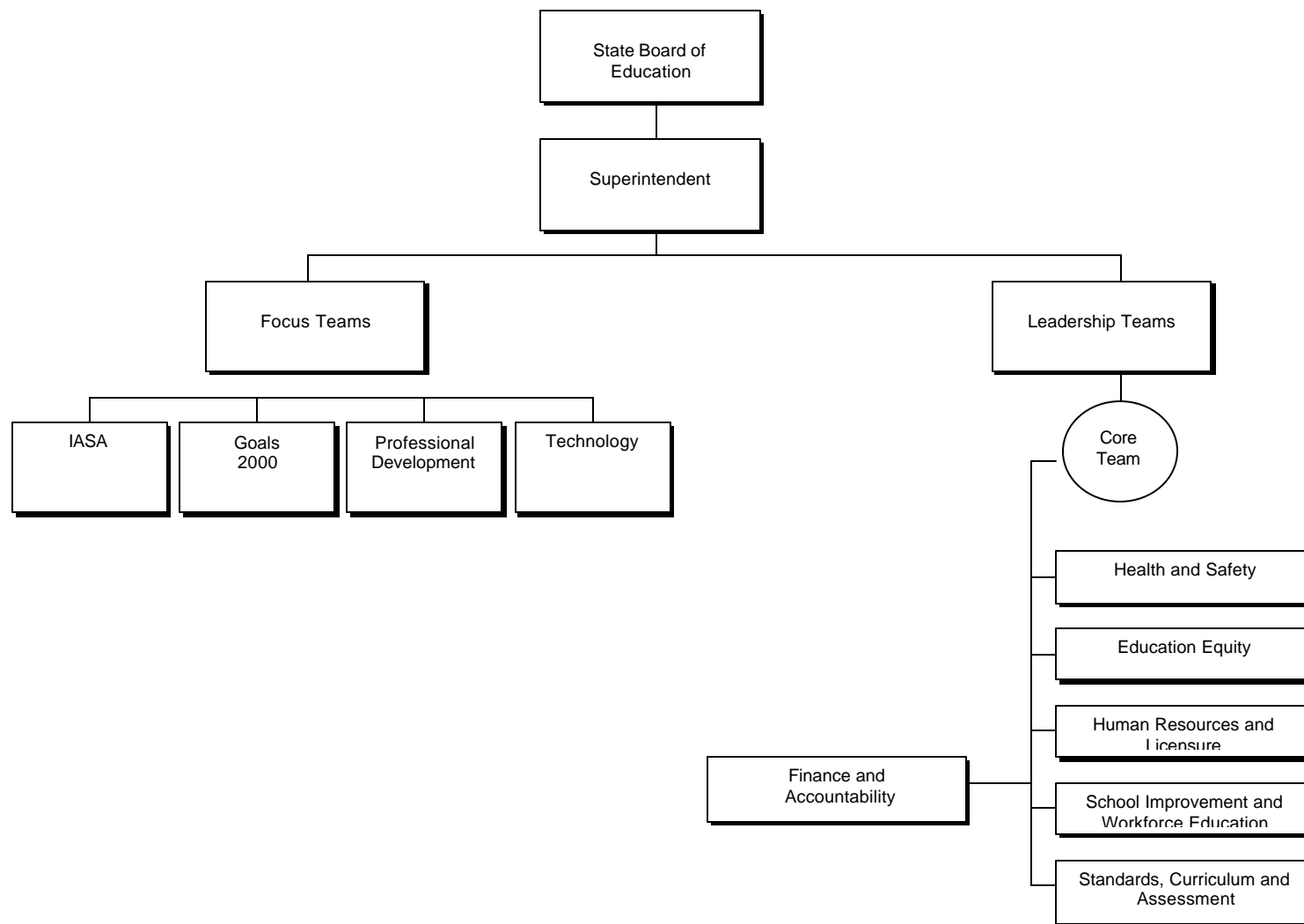
2.4.6 Washington

The Superintendent of Public Instruction is an elected official. The Superintendent has served in the current position for five years and is in the second elected term of office. The State Board of Education is served by an Executive Director while the Superintendent of Public Instruction is responsible as an officer to the Board and Chief Executive Officer for the Department of Education.

An examination of the state's web site provides a listing of programs/activities by major functions and includes the following:

- curriculum, instruction and assessment;
- professional certification;
- digital education, including data administration and educational technology K-12;
- higher education, community outreach, and Title II;
- operations and support, including home education, agency support, child nutrition, learning and teaching support, pupil transportation, alternative education, truancy, safe and drug free schools, early childhood and readiness, health services, institutional and private education;

**EXHIBIT 2-9
NEVADA DEPARTMENT OF EDUCATION
ORGANIZATIONAL CHART**



Source: Prepared by MGT of America from Nevada Department of Education Web site, 2001.

- learning and teaching, including integrated curriculum, languages, environmental education, secondary education, summer institutes, health and fitness, class size reduction, and teen awareness;
- school business and finance, including administrative law, finance services, facilities, and school finance elections; and
- special populations, including equity, Title I, migrant and Indians, and bilingual.

Exhibit 2-10 shows the organizational chart for the Washington Department of Education. The exhibit shows that:

- the Superintendent has three direct reports including two deputy superintendent positions and a chief operations officer position;
- the superintendent works with three organizations including The A+ Commission, Professional Standards Board, and the State Board of Education;
- the Department is organized into three primary divisions that include Learning and Teaching, Operations (communications, legislative policy, and federal), and Operations and Support (financial, human resources, digital, support, and audit).

The state of Washington is subdivided into ten Educational Service Districts to assist in delivering services to schools and school districts as well as meeting teacher preparation and certification needs.

2.4.7 Summary

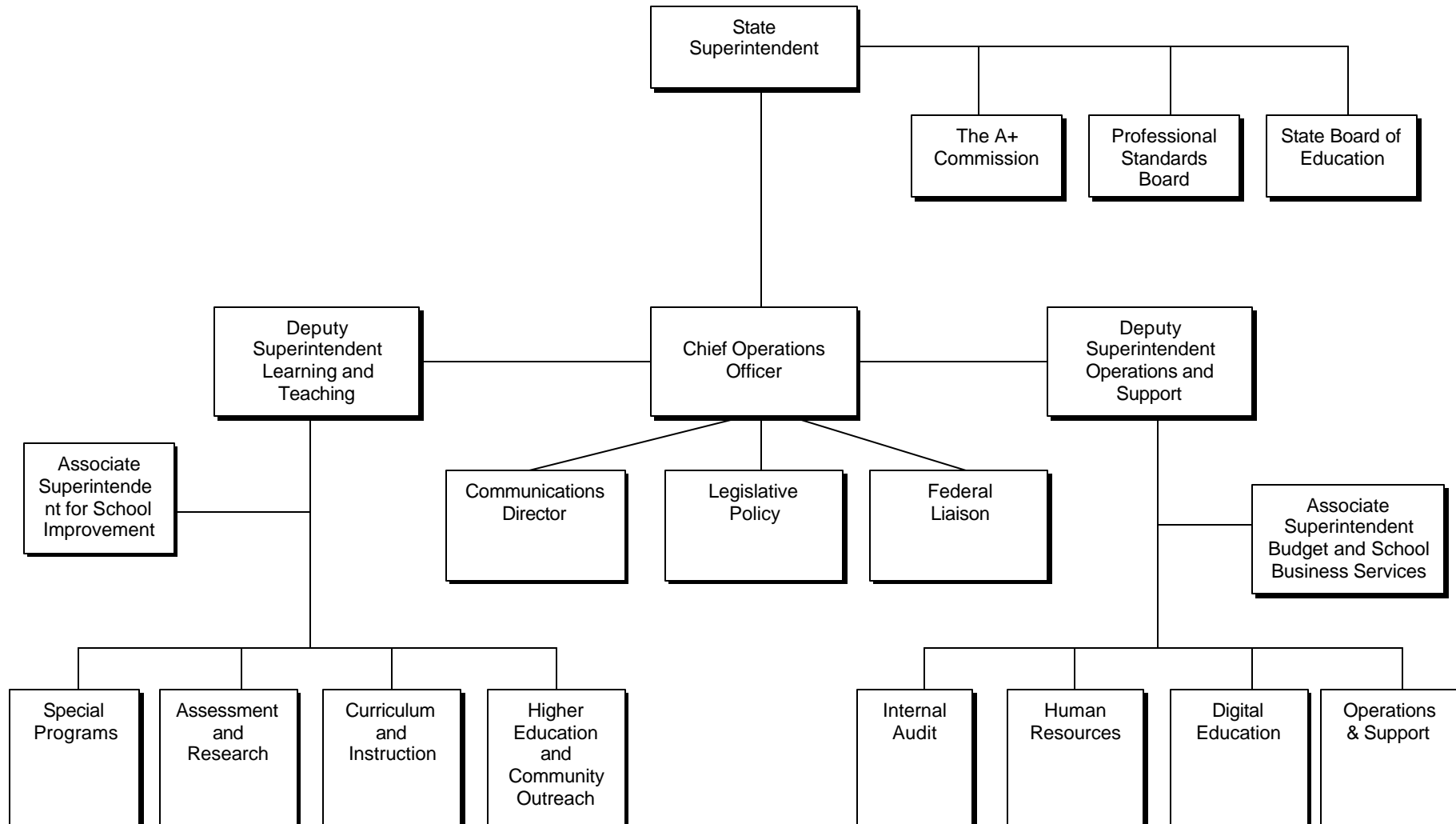
With the exception of the Nevada Department of Education, the state agencies providing organizational charts are similarly organized. Nevada's Leadership Teams, Core Team and Focus Teams organizational pattern appears to reflect an institutionalization of systems designed to manage ongoing functions (finance, child nutrition, pupil transportation, etc.), while creating a formal mechanism for providing the management of other types of initiatives (e.g. Goals 2000, emerging technologies, etc.).

Differences in responsibilities for services or functions among the states appear to be a product of variations in either constitutional and/or statutory provisions of the individual state.

Each of the state agencies has the following functional areas in common:

- human resources development;
- certification/licensure and professional standards;
- instructional/curriculum services;

**EXHIBIT 2-10
WASHINGTON STATE DEPARTMENT OF EDUCATION
ORGANIZATIONAL CHART**



Source: Prepared by MGT of America from Superintendent of Public Instruction Information, 2001.

- technology services/applications;
- career and related programs; and
- academic standards and accountability.

2.5 Financial Information

Fulfilling the educational financial responsibilities is a duty shared by the state and local school districts in each of the comparison states. The basic premise for the Utah school funding formula is stated in the Minimum School Program Act which reports:

...that all children of the State are entitled to reasonably equal educational opportunities regardless of their place of residence in the State and of the economic situation of their respective school districts or other agencies [53A-17a-102(1)].

All Uniform School Fund monies appropriated by the Legislature to the Minimum School Program are given to Utah school districts. None of the Minimum Program funding is used to fund and function of the Utah state Office of Education. The detailed funding formulas and the apportionment of funds to school districts have their basis in statute and in the Utah State Board of Education rules.

Exhibit 2-11 shows the 1997-98 percentage of public school revenue from state sources for Utah and each state and their ranking in the United States. Comparison states are in bold print. As can be seen:

- Utah ranks 13th in the United States with a percentage of public school revenue from the state of 60.9 percent;
- Utah is 11.8 percentage points higher than the U.S. average of 49.1 percent of school revenue from the state;
- Arizona, Colorado and Nevada obtain less than 50 percent of their revenue from state sources with Nevada receiving only 31.7 percent; and
- Washington, Idaho, and Utah receive 60.9 and 67.1 percent, respectively, from state sources.

Exhibit 2-12 shows the net current expenditures per pupil for Fall 2000 for each state. Utah and the comparison states are in bold print. As shown, Utah:

- has the lowest net current expenditures per pupil at \$4,170;
- spends \$2,415 less per pupil than the national average of \$6,585;
- spends \$5,793 less per pupil than the highest expenditure state, New Jersey; and

**EXHIBIT 2-11
PERCENTAGE AND RANK OF
PUBLIC SCHOOL REVENUE FROM STATE
1999-2000**

RANK	STATE	PERCENTAGE	RANK	STATE	PERCENTAGE
1	Hawaii	89.0%	27	Florida	48.8%
2	New Mexico	72.6	28	Arizona	48.1
3	North Carolina	67.6	29	Maryland	47.8
4	Washington	67.1	30	Wyoming	47.0
5	Michigan	66.0	31	Montana	46.9
6	Delaware	65.4	32	Maine	46.0
7	Alaska	63.6	33	Colorado	44.5
8	Kentucky	63.5	34	Texas	44.2
9	Idaho	63.0	35	Ohio	42.9
10	Alabama	62.4	36	Pennsylvania	41.2
11	West Virginia	61.6	37	New York	40.3
12	Oklahoma	61.6	38	North Dakota	40.0
13	Utah	60.9	39	Nebraska	39.6
14	Arkansas	60.8	40	Connecticut	39.2
15	California	60.4	41	Missouri	39.0
16	Oregon	59.1	42	New Jersey	37.7
17	Kansas	58.3	43	Rhode Island	37.5
18	Mississippi	55.0	44	Virginia	37.1
19	Wisconsin	54.2	45	Massachusetts	36.1
20	Iowa	52.9	46	South Dakota	36.0
21	Minnesota	52.8	47	Nevada	31.7
22	South Carolina	52.4	48	Vermont	28.0
23	Tennessee	51.5	49	Illinois	26.7
24	Indiana	51.4	50	New Hampshire	9.0
25	Louisiana	51.0	51	District of Columbia	NA
26	Georgia	50.9		United States Average	49.1

Source: 1999-2000 Rankings of the States, National Education Association, 2001.

**EXHIBIT 2-12
NET CURRENT EXPENDITURES PER PUPIL
IN FALL 2000 ENROLLMENT TERMS**

STATE	EXPENDITURE PER PUPIL	STATE	EXPENDITURE PER PUPIL
New Jersey	\$9,963	Hawaii	\$6,193
Connecticut	9,872	Kansas	6,185
New York	9,146	Nebraska	6,156
Alaska	8,717	South Carolina	6,092
District Columbia	8,672	Louisiana	6,088
Rhode Island	8,315	Illinois	6,075
Massachusetts	8,284	North Dakota	5,949
West Virginia	8,114	New Mexico	5,895
Pennsylvania	8,045	Texas	5,870
Wisconsin	7,894	Georgia	5,835
Delaware	7,666	California	5,832
Minnesota	7,585	Colorado	5,823
Wyoming	7,356	Florida	5,737
Vermont	7,309	Missouri	5,655
Maryland	7,297	Nevada	5,597
Michigan	7,269	Oklahoma	5,533
Oregon	7,069	North Carolina	5,431
Indiana	7,048	South Dakota	5,417
Maine	6,937	Tennessee	5,282
New Hampshire	6,932	Alabama	5,010
Virginia	6,913	Idaho	4,878
Ohio	6,554	Arkansas	4,864
Kentucky	6,539	Mississippi	4,827
Washington	6,514	Arizona	4,754
Iowa	6,485	Utah	4,170
Montana	6,209	United States Average	\$6,585

Source: 1999 Digest of Education Statistics, and in Statistics Quarterly, National Center for Education Statistics, U.S. Department of Education.

- four of the five comparison states expend less than the United States average and less than \$6,000 per student.

According to the United States Office of Education, Department of School Finance and Statistics, Utah:

- is third in the nation in the amount of personal income going to fund education;
- ranks first in the nation in education expenditures as a percent of total direct state and local expenditures; and
- ranks 15th in the nation for tax burden as a percent of personal income.

2.6 Personnel

Comparisons with other state departments of education can yield valuable insights and often forms a basis for determining efficient and effective practices for state offices of education interested in making improvements. For these comparisons to be meaningful, however, the comparison states (and/or school systems) should be compared with others that are not only similar in size, ethnicity, and revenue, but to those that have achieved similar educational success.

As the National Center for Education Statistics cautions:

We are often asked where a certain school, school district, or state ranks in terms of educational quality. There are several reasons why we cannot answer this question: There are no national tests taken by every student in the country. College aptitude tests such as the SAT and the ACT, which are administered by private non-government entities, are taken primarily by students who are planning to apply for college admission and need a standard measure of their likelihood of success in postsecondary study. In some schools and districts, many students are encouraged to take these tests, but not all of them do. Therefore the base that would be used to calculate an average score is not common across all schools, districts, or states.

Additionally, in cases where every student in a school, district or state has to take certain standardized tests, the tests are school, district or state specific. These types of tests are not common across the country thus their evaluations differ. Each locale makes its own choice about which test and which version of each test is best for evaluating the students and institutions in their state.

The information in this and the following section is derived from a common database. This database provides selected statistics on enrollment, teachers, graduates, salaries of instructional staff, average class size, and percent of teachers with experience over 20 years, and education expenditures in public school districts (found in Section 2.5 of this chapter). In making comparisons, the reader must remember that no two state

agencies are identical and extreme caution must be exercised in developing conclusions.

Exhibit 2-13 shows the number of pupils per school administrator, district administrator, and total staff for each comparison state and the United States average. The exhibit shows:

- Utah has the highest ratio of pupils per school administrator at 484 pupils per administrator;
- all comparison states ratios of pupils per school administrator are higher than the United States average;
- Utah has the highest ratio of pupils per district administrator at 4,583 pupils per district administrator;
- all comparison states except Washington have more pupils per district administrator than the United States average;
- Utah has the highest ratio of pupils per total staff at 12.28 pupils per staff member;
- all comparison states have higher total staff ratios then the average for the United States; and
- Utah with 12.28 pupils per staff member has an average of 3.69 pupils per staff member more than the U.S. average of 8.59.

**EXHIBIT 2-13
ADMINISTRATORS AND STAFF PER PUPIL
1998-1999**

STATE	*SCHOOL ADMINISTRATORS	**DISTRICT ADMINISTRATORS	***ALL DISTRICT STAFF
Utah	484	4,583	12.28
Arizona	447	2,079	9.98
Colorado	376	817	9.18
Idaho	345	2,092	10.27
Nevada	367	1,474	10.68
Washington	380	912	10.65
United States Average	360	916	8.59

Source: National Center for Education Statistics, US Department of Education.

*Principals and assistant principals

**Superintendents and assistant superintendent

***Includes all district and school-level staff and administrators

Exhibit 2-14 reports the percentage of total staff for Utah, comparable states and the United States average by identified categories. Exhibit 2-14 shows:

- with the exception of Arizona (49.7 percent) and Colorado (51.2 percent) all comparison states have a higher percentage of total staff as teachers than the United States average of 51.7 percent;
- Utah (54.3 percent) has the second highest percent of staff assigned as teachers;
- among the five comparable states, the range of percentage points for staff assigned as teachers is 6.6 percentage points, (Arizona with 49.7 percent to Idaho with 56.3);
- Utah (13.1 percent) has the second highest percent of staff assigned as instructional aides and is 2.0 percentage points higher than the United States average of 11.1 percent;
- among the five comparable states, the range of percentage points for staff assigned as instructional aides is 6.3 percentage points (Nevada with 6.9 percent to Arizona with 13.2 percent);
- Utah (1.5 percent) has the highest percent of staff assigned as instructional coordinators and supervisors and is 0.8 percentage points higher than the United States average of 0.7 percent;
- among the five comparable states, the range of percentage points for staff assigned as instructional coordinators and supervisors is from 0.4 (Nevada) to 1.5 (Utah);
- Utah (1.6 percent) ranks fourth in percent of staff assigned to guidance positions and slightly below the United States average of 1.7 percent;
- among the comparable states the percentage points for percent of staff assigned to guidance positions is only 1.1 percentage points;
- Utah (0.8 percent) ties with Idaho with the lowest percent of staff assigned to librarian positions;
- the United States (1.5 percent) average for percent of staff positions assigned as librarians is higher than Utah and all comparable states;
- Utah (19.7 percent) has the lowest percentage of staff assigned to student/other support staff positions and is 4.0 percentage points below the United States average of 23.7 percent;
- Utah (2.4 percent) is tied with Colorado and the United States average for percent of staff assigned to school administrative positions;
- among the comparable states, Utah is tied for next to the lowest in percent of staff assigned to school administration positions;

**EXHIBIT 2-14
PERCENT OF PUBLIC SCHOOLS TOTAL STAFF BY CATEGORY AND STATE
FALL 1999**

STATE	TEACHERS	INSTRUCTIONAL AIDES	INSTRUCTIONAL COORDINATORS AND SUPERVISORS	GUIDANCE COUNSELORS	LIBRARIANS	STUDENT/ OTHER SUPPORT STAFF	SCHOOL ADMINISTRATORS	DISTRICT ADMINISTRATORS	ADMINISTRATIVE SUPPORT STAFF
United States	51.7	11.1	0.7	1.7	1.5	23.7	2.4	1.0	6.8
Utah	54.3	13.1	1.5	1.6	0.8	19.7	2.4	0.3	6.4
Arizona	49.7	13.2	0.2	1.3	0.9	24.0	2.3	0.5	8.0
Colorado	51.2	11.1	0.9	1.5	0.9	23.5	2.4	1.1	7.3
Idaho	56.3	10.3	1.1	2.4	0.8	20.3	3.0	0.5	5.3
Nevada	53.1	6.9	0.4	2.2	1.0	22.3	2.9	0.7	6.1
Washington	52.4	10.4	0.8	2.0	1.4	22.3	2.8	1.2	6.7

Source: Prepared by MGT of America, from USDE, National Center for Education Statistics, Common Core of Data, 2001.

- Utah (0.3 percent) has the lowest percent of staff assigned to district administrative positions;
- the United States average for staff assigned to district administrative positions is 1.0 percent or slightly more than three times Utah's percent of 0.3;
- Utah has 6.4 percent of total staff assigned to administrative support positions and is below the United States average of 6.8 percent; and
- the range for percent of total staff assigned to administrative support positions among the comparable states is from 6.1 percent for Nevada to a high of 8.0 percent for Arizona.

Exhibit 2-15 lists the pupil-teacher ratios for Utah, comparison states, and the United States average in the year 2000. Exhibit 2-15 shows that:

- Utah has the highest pupil ratio at 22.3 pupils per teacher;
- Utah has an average of 6.1 more pupils per teacher than the U.S. average (16.2); and
- all comparison states have higher pupil per teacher ratios than the United States average.

**EXHIBIT 2-15
PUPIL-TEACHER RATIOS
FALL 2000 ENROLLMENT TERMS**

STATE	RATIO
Utah	22.3
Arizona	19.2
Colorado	17.2
Idaho	16.8
Nevada	18.7
Washington	20.0
United States Average	16.2

Source: Prepared by MGT of America from
1999 Digest of Education Statistics, 2001.

Exhibit 2-16 shows the percentages of teachers (1993-94) with over 20 years experience and average class sizes for both elementary and secondary for each state. Comparison states are in bold print. The exhibit shows:

- 18.3 percent of Utah's teachers with over 20 years of experience--- the lowest percentage among comparison states and in the nation of teachers with over 20 years of experience;

**EXHIBIT 2-16
PERCENT OF TEACHERS WITH
OVER 20 YEARS EXPERIENCE AND AVERAGE CLASS SIZE**

STATE	AVERAGE CLASS SIZE		
	TEACHERS WITH OVER 20 YEARS EXPERIENCE	ELEMENTARY	SECONDARY
Alabama	24.7	21.7	24.2
Alaska	20.0	22.6	22.0
Arizona	19.6	25.8	25.0
Arkansas	23.3	21.0	21.3
California	30.7	29.3	29.7
Colorado	25.7	24.7	24.5
Connecticut	38.3	21.4	19.7
Delaware	32.0	24.8	24.1
District of Columbia	43.9	21.8	20.7
Florida	24.0	26.0	26.6
Georgia	22.8	22.2	24.2
Hawaii	33.7	23.6	23.6
Idaho	20.6	24.0	23.7
Illinois	35.1	24.5	24.0
Indiana	32.6	21.9	23.0
Iowa	34.5	22.5	21.4
Kansas	24.3	20.6	20.7
Kentucky	30.8	24.4	23.5
Louisiana	26.5	22.9	23.7
Maine	26.9	21.5	18.5
Maryland	32.4	26.3	25.0
Massachusetts	41.0	23.1	20.9
Michigan	47.9	27.3	25.5
Minnesota	34.0	24.5	25.9
Mississippi	26.9	23.6	22.5
Missouri	25.3	23.7	22.5
Montana	22.5	27.2	19.3
Nebraska	28.5	20.0	18.7
Nevada	19.8	24.4	26.6
New Hampshire	21.6	21.8	20.5
New Jersey	38.5	23.2	20.5
New Mexico	21.1	21.9	24.5
New York	36.1	23.9	23.2
North Carolina	25.0	24.8	22.4
North Dakota	23.0	20.7	19.7
Ohio	31.4	25.0	22.3
Oklahoma	21.5	20.5	20.5
Oregon	26.0	24.4	23.9
Pennsylvania	41.8	25.2	24.1
Rhode Island	42.3	23.2	20.8
South Carolina	22.1	23.3	22.5
South Dakota	23.8	19.2	20.9
Tennessee	29.2	24.4	25.2
Texas	20.4	20.1	22.5
Utah	78.3	27.5	28.8
Vermont	28.0	19.7	19.2
Virginia	26.1	22.6	21.6
Washington	26.9	25.9	25.5
West Virginia	37.4	20.9	22.5
Wisconsin	38.7	23.1	23.1
Wyoming	26.5	21.0	19.3
UNITED STATES	29.8	24.1	23.6

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-1994; and Condition of Education 1997, Supplemental Tables. (This table was the latest available and was prepared in February 1998).

- Utah is 8.6 percentage points lower than the highest comparison state, (Washington) in percent of teachers with over 20 years of experience;
- Utah has the highest average elementary class size (27.5 students) among the comparison states and fourth highest in the nation; and
- Utah has the highest average secondary class size (28.8) among the comparison states and second highest in the United States.

Exhibit 2-17 shows the teacher average salaries and percentage of United States average for 1999-2000. The exhibit shows:

- Utah has an average teacher salary of \$34,946;
- Utah has an average teacher salary that is 84 percent of the national average of \$41,575;
- all comparison states have average teacher salaries higher than Utah; and
- all comparison states have average teacher salaries at 95 percent or lower when compared with the United States average of \$41,575.

**EXHIBIT 2-17
TEACHER AVERAGE SALARIES, RANK IN UNITED STATES,
AND PERCENT OF UNITED STATES AVERAGE
1999-2000 SCHOOL YEAR**

STATE	RANK IN USA	AVERAGE TEACHER SALARY	PERCENTAGE
Nevada	21	\$39,691	95%
Washington	22	39,496	95%
Colorado	23	38,827	93%
Arizona	36	35,650	86%
Idaho	39	35,412	85%
Utah	41	34,946	84%

Source: Prepared by MGT of America from USOE, Finance and Statistics, and "Rankings of the State," National Education Association, 2001.

2.7 Student Information

As in Sections 2.5 and 2.6 of this chapter, data included in this section are derived from a common database and the same cautions must be exercised in drawing conclusions.

Exhibit 2-18 presents data on the percentages of student membership in Utah and the five comparable states by race/ethnicity. The exhibit shows:

- Utah and Idaho have the highest percent of white, non-Hispanic student membership at 87 percent each;
- United States membership of white, non-Hispanic students is 62 percent while three comparison states exceed the United States figure;
- Utah and all comparison states have a lower Black, non-Hispanic percentage of students than the United States average of 17 percent;
- All comparison states have a higher percent of Hispanic students than Utah, and Utah's rate is half the 16 percent rate of the United States;
- Utah's Asian/Pacific Islander rate of two percent ties for the second lowest with Arizona and exceeds only Idaho at 1 percent; and
- Utah's American Indian/Alaskan Native student membership is two percent, exceeding the United States rate (one percent), tied with Nevada, and exceeding Colorado and Idaho each with one percent.

**EXHIBIT 2-18
PERCENT OF STUDENT MEMBERSHIP BY
RACE/ETHNICITY
1999-2000 SCHOOL YEAR**

STATE	AMERICAN INDIAN / ALASKAN NATIVE	ASIAN / PACIFIC ISLANDER	HISPANIC	BLACK NON- HISPANIC	WHITE NON- HISPANIC
Utah	2%	2%	8%	1%	87%
Arizona	7	2	32	5	54
Colorado	1	3	21	6	69
Idaho	1	1	10	1	87
Nevada	2	5	24	10	59
Washington	3	7	9	5	76
United States Average	1	4	16	17	62

Source: Prepared by MGT of America from United States Department of Education, National Center for Education Statistics, Common Core of Data, 2001

Exhibit 2-19 provides the verbal and math SAT scores and ranking for Utah and the five comparable states. The possible score range on each part of the test (verbal and math) is from 200 to 800. Rankings of states alone are not a valid comparison because of varying proportion of students in each state taking the test.

Exhibit 2-19 shows:

- Utah ranks highest in both verbal and math scores on the SAT;
- among comparable states, Arizona ranks fifth lowest and Nevada is lowest; and
- only Utah, Colorado, and Idaho had any scores above 530.

**EXHIBIT 2-19
SAT COMPOSITE SCORES AND RANKINGS
1999-2000**

STATE	SCORES/RANKING	
	VERBAL	MATH
Utah	570 / 1	569 / 1
Arizona	521 / 5	523 / 5
Colorado	534 / 3	537 / 3
Idaho	540 / 2	541 / 2
Nevada	510 / 6	517 / 6
Washington	526 / 4	528 / 4

Source: Prepared by MGT of America, from the College Board, 2000 SAT Program Information, 2001.

Exhibit 2-20 presents the average composite scores on the ACT for Utah and each comparable state along with their relative ranking, from highest to lowest. Exhibit 2-20 shows:

- the national (United States) average composite scores for graduates taking the ACT was 21.0;
- Washington students scored highest with an average of 22.4 points;
- Utah was tied for second with three comparable states---Arizona, Colorado, and Nevada; and
- the range in scores was from a high of 22.4 to a low of 21.4 or one point.

**EXHIBIT 2-20
ACT NATIONAL AND STATE SCORES
AND RANKINGS
2000**

STATE	AVERAGE COMPOSITE SCORE	RANKING
Utah	21.5	2
Arizona	21.5	2
Colorado	21.5	2
Idaho	21.4	3
Nevada	21.5	2
Washington	22.4	1
United States Average	21.0	N/A

Source: Prepared by MGT of America from 2000 ACT Composite Averages by State, National Center for Education Statistics, US Department of Education.

Exhibit 2-21 provides the percent of students (graduates) in Utah and the comparable states who took the ACT and SAT examinations. There data are useful when reviewing the test score data presented in Exhibits 2-19 and 2-20. Exhibit 2-21 shows that:

- Utah has the highest percent of student graduates taking the ACT (69 percent) and the lowest percent taking the SAT (4 percent);
- the state of Washington, with the highest ACT scores (see Exhibit 2-20), has the lowest percent graduates taking the examination; and
- Utah, with the highest SAT scores (see Exhibit 2-19), has the lowest percent of student participation at four percent.

**EXHIBIT 2-21
PERCENT OF STUDENTS REPORTED IN
EXHIBITS 2-19 AND 2-20 TAKING THE ACT AND SAT**

STATE	*PERCENT OF STUDENTS	
	ACT	SAT
Utah	69	4
Arizona	27	27
Colorado	64	29
Idaho	61	15
Nevada	40	30
Washington	18	48

Source: Prepared by MGT of America, from 2000 ACT Composite Average by State and the Digest of Educational Statistics, 2001.

*Percent of graduates

The information presented in Exhibit 2-21 supports the contention that great care must be exercised when attempting to draw conclusions regarding to program effectiveness and other related issues predicated upon test result from examinations such as the ACT and SAT, unless all variables have been appropriately managed.

2.8 Summary

Of the six states compared in these analyses, Utah is the fourth largest in terms of student enrollment. The state employs fewer district, school-level staff, and administrators per pupil than comparison states and is also lower than the average for the United States. Utah, among the comparison states, ranked second highest in percent of staff assigned to teaching positions (54.3 percent), higher than the United States average of 51.7 percent. In terms of pupil-teacher ratios, Utah has the highest at 1:22.3 while the range for comparable states is from a low of 16.8 (Idaho) to a high of 1:20 (Washington). Utah's average teacher salaries are the lowest for all states compared and rank 41 among all the United States.

Among the comparisons states, Utah ranks fourth in student population. Nevada has the highest rate of population growth for the last decade among those compared. Nevada is followed by Arizona, Colorado, and Utah. Race/ethnicity statistics for student membership show that Utah is tied with Idaho with the highest percent of white, non-Hispanic students (87 percent) and all states compared have a lower Black, non-Hispanic percentage (17 percent). Additionally, all comparison states have a higher percent of Hispanic students.

Utah students score highest on the SAT; however, only 4 percent of Utah's graduates took the examination. Utah's students tie for second highest with three comparable states when taking the ACT. Sixty-nine percent of Utah's graduates took the ACT examination, highest of all comparable states.

Utah has the lowest net current expenditures per pupil of all states at \$4,170 and is \$2,415 below the United States average. Utah receives 60.9 percent of public school revenues from the state, ranking third among the comparison states and 13th among all United States.

The Utah State Board of Education, composed of 15 elected members is the largest among the comparison states. The Utah Board is only one of two with student representation. The Utah State Board of Education has, as have other states, developed goals to guide public education and establish standards for accountability.

Governance responsibilities are established for all states through constitutional and statutory provisions of the respective state. Each state has established a state office/department of education administered by either an elected or appointed commissioner or superintendent.

In drawing a summary and conclusions among comparison state systems based on their responses to MGT's data request, the reader should remember that much data are self-reported by each state agency and may be based upon incomparable data. Findings, commendations, and recommendations resulting from these comparisons will be included in Chapters 5 through 10 of the final report, as applicable.

NOTE TO READER:

Additional data have been requested of the five state departments of education and will be included as benchmark data in the final report.

3.0 SUPERINTENDENT AND PRINCIPAL SURVEY RESULTS

3.0 SUPERINTENDENT AND PRINCIPAL SURVEY RESULTS

On June 27, 2001, surveys were mailed to each school superintendent and every school principal in the state of Utah. A total of 715 surveys were distributed to superintendents and principals. The major sections of this chapter contain summaries of the survey results for:

- superintendents
- principals
- a comparison of superintendent and principal responses

Copies of the survey instruments are attached as Appendix A. Copies of the response frequencies for superintendents and principals are included in Appendix B.

3.1 Superintendent Survey Results

Of the 40 surveys that were disseminated to superintendents, 31 were returned for a response rate of 78 percent.

Part A of the survey requests demographic information about the respondent's school district. Parts B, C, E, F consist of items designed to solicit opinions about the Utah State Office of Education (USOE) services, special programs and testing, accountability and organization, and regulatory issues, respectively. Part D requests respondent ideas for improving the cost effectiveness of USOE services. Part G asks respondents about services shared with other districts, and Part H addresses perceptions of services provided by the regional service centers.

The survey is categorized into the following areas, each of which are summarized separately:

- services provided by the Utah State Office of Education (USOE);
- special programs and testing;
- cost effectiveness of services provided by the USOE;
- statewide accountability and organizational structure;
- state rules, regulations, and reporting requirements;
- shared services; and
- services provided by regional service centers.

Services Provided by the Utah State Office of Education

A majority of the superintendents are satisfied with the services provided by the USOE. Ninety-three (93) percent of superintendents state they frequently utilize the services provided by the USOE, including information and technical support services. Ninety-six (96) percent claim the USOE services are useful to the success of their district operations and programs.

Only 11 percent indicate that services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, and district consortia. Seven (7) percent indicate Utah school districts should be allocated funds and allowed to purchase services from the most appropriate sources.

Eighty-two (82) percent of superintendents agree or strongly agree that USOE is carrying out its constitutional and statutory responsibilities. No superintendent surveyed agrees that the USOE provides too many programs and services outside its constitutional and statutory responsibilities, while 96 percent state that the services provided by USOE to districts are important to the success of the Utah public education system.

Most superintendents (79 percent) state that current USOE services to districts are efficient and effective. Eighty-five (85) percent agree or strongly agree that USOE is responsive to the service needs of the district. Ninety-three (93) percent of superintendents indicate USOE provides quality services. Only 11 percent of those surveyed indicate that USOE's role in providing services should be reduced. When asked if the USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources, only 50 percent of superintendents agree or strongly agree.

A strong majority (86 percent) of superintendents state professional development decisions in their district are a result of collaborative discussions between district and school staff and administrators. However, 57 percent indicate that the district needs more assistance from the USOE in providing professional development activities. Eighty-six (86) percent state that professional development results in recognized improvements in student performance. Finally, 93 percent of superintendents indicate that the state does not provide sufficient funds to support professional development.

Special Programs and Testing

Results from MGT's survey indicate that, according to superintendents, school districts frequently utilize the services of USOE:

- eighty-five (85) percent use staff development;
- eighty-two (82) percent use information systems and technical support;
- seventy-five (75) percent use child nutrition services;
- fifty-seven (57) percent use bilingual education and equity;
- eighty-five (85) percent use accountability/assessment/testing;
- sixty-eight (68) percent use curriculum development services;
- seventy-nine (79) percent use student risk services;
- eighty-six (86) percent of districts use services for special education;

- ninety-three (93) percent use applied technology education; and
- eighty-nine (89) percent use financial and statistical services provided by the USOE.

When asked if the USOE provides the previously mentioned services in an efficient manner, the majority of respondents indicated that the services were provided efficiently. Sixty-four (64) percent of superintendents who use staff development services feel they are efficient. Sixty-one (61) percent also agree or strongly agree that information systems and technology support are provided in an efficient manner. Of those surveyed, 77 percent indicate that child nutrition services are provided in an efficient manner. Only 57 percent of superintendents feel that bilingual education and equity services are efficient, and 68 percent indicate accountability, assessment, and testing services are efficient. In addition, 64 percent of those surveyed claim that services for curriculum development are provided in an efficient manner, and 68 percent agree or strongly agree that the USOE provides efficient services for at-risk students.

In the areas of applied technology education and finance and statistics, the superintendents contend, with an 82 percent agreement rate, that these services are provided efficiently by the USOE.

Superintendents also responded to questions asking if the services, which USOE offers, help their districts accomplish its mission. In the area of staff development, 64 percent of respondents showed agreement. Seventy-one (71) percent claim information systems and technical support provide services which help districts accomplish their missions. In addition, 75 percent of superintendents agree or strongly agree that child nutrition services help them accomplish their objectives.

When asked if services for bilingual education and equity help the district accomplish goals, only 57 percent agree or strongly agree. Seventy-five (75) percent of superintendents feel that accountability, assessment, and testing services help them accomplish their goals, and 71 percent state services for curriculum development help them achieve their mission. A majority of 68 percent indicate services provided for at-risk students help accomplish the district's mission.

Finally, a majority of 89 percent of superintendents state that services for special education, applied technology education, and finance and statistics provided by the USOE help districts.

Cost Effectiveness of Services Provided by the Utah State Office of Education

When asked to list suggestions for decreasing costs, improving the level of services or technical support, providing additional services, and strengthening monitoring roles for USOE, the following were the most common suggestions provided by superintendents:

- reduce duplication of paperwork (reduce handwritten and typed forms);
- reduce cumbersome publications and correspondence;

- reduce number of meetings for smaller districts;
- decentralize certain services;
- conduct more on-site visits to rural areas by USOE specialists;
- increase funding for USOE;
- raise salaries for specialists;
- decrease the USOE regulatory functions;
- subsidize districts for travel expenses to meetings and rotate locations; and
- reduce the difficulty of reaching individuals (e.g., no response from USOE person contacted).

Statewide Accountability and Organizational Structure

Three-fourth (75) percent of the superintendents indicate they are receiving adequate assistance, when asked if the USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS). However, when asked, "If under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand?", the superintendents are closely divided; 32 percent state they agree or strongly agree while 39 percent disagree or strongly disagree.

Sixty-nine (69) percent of the superintendents indicate that the USOE should be held accountable by the districts for providing services but not for student performance in districts.

Lastly, superintendents were asked questions on management structure. Thirty-two (32) percent of superintendents state that the current management structure of Utah's educational system contains too many management layers, while 39 percent disagree or strongly disagree. When asked if management responsibilities in Utah's educational system are too fragmented, 43 percent agree or strongly agree while 43 percent disagree or strongly disagree.

State Rules, Regulations, and Reporting Requirements

When asked about state rules and regulations, 48 percent of the superintendents indicate current state rules and regulations are highly effective in ensuring that student needs are met at the school level, while 30 percent disagree or strongly disagree. Seventy (70) percent disagree or strongly disagree that current state rules and regulations significantly reduce the ability of their district to meet student needs, while 19 percent agree or strongly agree. In addition, 67 percent of superintendents surveyed indicate current state rules and regulations have significantly increased district and school administrative costs, and 19 percent disagree or strongly disagree.

Of the superintendents surveyed, 37 percent cite that state reporting requirements are reasonable, while 26 percent claim they are not. Over half (63 percent) indicate the data produced from state reports are useful to districts in making program and management decisions, and 22 percent state that the data produced are not useful for these decisions. A majority of superintendents (85 percent) claim these state reporting requirements have increased district administrative costs.

About half (54 percent) of the superintendents agree that current state rules and regulations should be significantly reduced to give schools more management flexibility, while 19 percent disagree. Also, 70 percent indicate current state reporting requirements should be reduced. Superintendents are more evenly divided when asked if current state rules and regulations should be replaced with district performance standards (31 percent agree or strongly agree and 39 percent disagree or strongly disagree).

When asked if the state should concentrate its resources primarily on districts not meeting performance standards, 63 percent disagree or strongly disagree, while 33 percent agree or strongly agree. In addition, a majority (76 percent) of superintendents indicate that the State Board of Education administrative rules provide support for districts in areas where their school board policy is silent.

Finally, of those surveyed, 50 percent of superintendents state that significant duplication currently exists between state paper and electronic reporting.

Shared Services

A majority of superintendents indicate that there should be sharing of services between districts. When asked if their district would be interested in cooperating directly with other districts in sharing more services, in addition to the regional service center or USOE, 70 percent of superintendents are willing to do so. Eighty-two (82) percent also state that sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, and should be considered by school districts in Utah, while 15 percent disagree.

A majority of superintendents (74 percent) indicate that the state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing and transportation). In addition, 70 percent of superintendents disagree with the idea that Utah school districts should not be encouraged to cooperate in shared services with other school districts.

Services Provided by Regional Service Centers

Superintendents were also asked about their perception of services provided by regional service centers. When asked if their districts frequently used services provided by regional service centers 74 percent responded affirmatively. In addition, (70) percent claim that services provided by the regional service center, which serves their area, are important to the success of the district's programs and operations.

Most superintendents indicate services are effective and efficient. Only 14 percent of superintendents claim services to districts could be more efficiently and/or effectively provided by USOE. Only five percent indicate several of the current regional service

center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities, while 59 percent disagree or strongly disagree. In addition, only 14 percent agree or strongly agree that several of the current regional service center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.

When asked about duplication of services, half (50 percent) of superintendents disagree that several of the regional service center services to districts duplicate services provided by USOE; only nine percent agree. Five (5) percent indicate several of the current regional service center services to other districts can be provided by the districts or another agency in a more cost-effective manner. Thirty-eight (38) percent disagree with the statement that services offered by regional service centers could be more efficiently and effectively provided by neighboring districts sharing services, while five percent agree with this assertion. Seventy-seven (77) percent indicate that services offered by regional service centers in the state are important to the effectiveness of programs serving local district needs. Furthermore, 64 percent of the superintendents respond that their regional service center is efficient and effective, and 71 percent indicate they wish the role of the regional service centers in providing services would be expanded.

When asked if their regional service center is responsive to their needs, 67 percent of superintendents agree with this premise. Seventy-five (75) percent state the centers provide quality services. Sixty-seven (67) percent of superintendents state that regional service centers play an important role in initiating and/or facilitating collaboration between districts with similar needs. Finally, 63 percent of the superintendents claim that the regional service center's operating plan reflects the needs of the district.

3.2 Principal Survey Results

Of the 675 principals who were mailed surveys, 145 returned a survey, representing a response rate of 21.5 percent.

Services Provided by the Utah State Office of Education

Seventy-five (75) percent of principals are satisfied with the services provided by the USOE. In addition, 70 percent of principals claim the services provided by USOE are useful to the success of their district's programs and operations. Twenty-seven (27) percent of the principals state the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, and district consortia.

Almost half (49 percent) indicate that many of the current services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources. Forty-four (44) percent of principals also state many of the current USOE services to districts duplicate services already provided by the district themselves or other entities.

When asked if the USOE is effectively carrying out its constitutional and statutory responsibilities, 65 percent claim it is, and only 17 percent claim the USOE provides too many programs and services outside its constitutional and statutory responsibilities.

However, 70 percent indicate that services provided by USOE to districts are important to the success of the Utah public education system.

Almost half (48 percent) of those surveyed state the current USOE services to districts are efficient and effective, and 24 percent of principals indicate the USOE's role in providing services to districts should be reduced. Fifty-eight (58) percent of principals state the USOE is responsive to the service needs of the district, and 68 percent claim the USOE provides quality services. When asked if the USOE has adequately standardized its reporting methodology for school district staff to ensure equitable distribution of resources, 41 percent agree or strongly agree.

Seventy (70) percent of those surveyed indicate professional decisions are the result of collaborative decisions between district and school staff and administrators. Twenty-eight (28) percent claim that districts need assistance from the USOE in providing professional development activities. Furthermore, 80 percent state professional development results in recognized improvements in student performance. Only 12 percent indicate the state provides sufficient funds to support professional development.

Special Programs and Testing

When asked if the school district frequently utilizes services provided by USOE in the following areas, the principals responded:

- fifty-eight (58) percent use staff development;
- sixty-eight (68) percent use information systems and technical support;
- forty (40) percent use child nutrition services;
- fifty (50) percent use bilingual education/equity;
- eighty-four (84) percent use accountability/assessment/testing;
- sixty-nine (69) percent use curriculum development services;
- fifty-three (53) percent use student at risk services;
- seventy-one (71) percent use special education services;
- sixty-one (61) percent use applied technology education services; and
- thirty-four (34) percent use finance and statistical services provided by the USOE.

Fifty (50) percent of the principals surveyed state staff development services provided by the USOE is provided in an efficient manner, and 50 percent indicate information systems and technical support services are efficient. Only 31 percent of principals feel child nutrition services are efficient, and 34 percent feel bilingual education and equity services are efficient.

Fifty-six (56) percent of principals claim accountability/assessment/testing and curriculum development are efficient services, and 46 percent of principals state that at-risk student services are efficient. Fifty-eight (58) percent of principals state that special education services are efficient, and only 30 percent of principals claim that financial and statistical services are provided in an efficient manner.

Principals also responded to questions asking if services, which USOE offers, help their district accomplish its mission. Over half (61 percent) state staff development services help districts accomplish their missions. Over half (53 percent) claim information systems and technical support help districts accomplish their mission, and 34 percent indicate child nutrition services are helpful. In addition, 42 percent of principals indicated bilingual education and equity services are helpful.

Sixty-nine (69) percent of principals state services for accountability/assessment/testing are helpful, and 60 percent claim services provided for curriculum development are helpful. Sixty (60) percent feel special education services are helpful in achieving their district mission. Finally, 32 percent indicate financial and statistical services are helpful to districts.

Cost Effectiveness of Services Provided by the Utah State Office of Education

Principals were asked for ideas for decreasing costs, improving the level of services or technical support, providing additional services, and strengthening monitoring role, for USOE, following are the most common responses:

- allocate funding to districts and allow them to purchase needed services;
- improve communications between departments, unable to reach specialists;
- reduce duplication of services;
- reduce duplication of common information needed by USOE departments;
- decentralize the USOE;
- establish better working relationships between specialists and administrators;
- conduct more on-site visits by USOE specialists;
- provide more funds to USOE;
- use state office for smaller districts; and
- provide UPASS training for administrators.

Statewide Accountability and Organizational Structure

When asked about statewide accountability and organizational structure, 44 percent of principals indicate the USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment Systems for Students (UPASS). Forty-eight (48) percent state that under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.

Sixty-two (62) percent indicate the USOE should be held accountable by the districts for providing needed services, but not for student performance in the districts. In addition, almost half (48 percent) claim that the current management structure of Utah's educational system contains too many management layers, and 44 percent feel management responsibilities in Utah's educational system are too fragmented.

State Rules, Regulations, and Reporting Requirements

In response to the questions if current state rules and regulations are highly effective in ensuring that student needs are met at the school level, 39 percent of principals agree or strongly agree. Thirty-five (35) percent of principals agree that current state rules and regulations significantly reduce the ability of districts to meet student needs, and 56 percent believe current state rules and regulations have significantly increased district and school administrative costs.

Less than half (32 percent) of the principals indicate that state reporting requirements are reasonable; 35 percent disagree or strongly disagree with this assessment. Forty-five (45) percent of the principals agree or strongly agree that data produced from state reports are useful to districts in making program and management decisions. Sixty-nine (69) percent indicate state reporting requirements have increased district administrative costs and 59 percent of principals indicate current state rules and regulations should be significantly reduced to give schools more management flexibility. In addition, 61 percent of principals indicate current state reporting requirements should be reduced, and 47 percent state that current state rules and regulations should be replaced with district performance standards.

About one-third (31 percent) of principals surveyed claim the state should concentrate its resources primarily on districts not meeting performance standards. Fifty-one (51) percent of principals indicate significant duplication currently exists between state paper and electronic reporting. One-fourth (25 percent) indicate the State Board of Education's administrative rules provide support for their district in areas where their school board policy is silent; 18 percent disagree or strongly disagree with this statement.

Shared Services

When asked about shared services, 30 percent of principals surveyed indicate their district would be interested in cooperating directly with other districts in sharing more services, in addition to the regional service center or the USOE. Fifty-eight (58) percent state sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, which should be considered by school districts in Utah.

In addition, 62 percent of principals indicate the state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, and transportation). Finally, 60 percent disagree or strongly disagree that principals in Utah school districts should not be encouraged to cooperate in shared services with other school districts; four (4) percent agree or strongly agree.

Services Provided by Regional Service Centers

When asked if districts frequently utilize services provided by the Regional Service Center, 43 percent agree or strongly agree. Thirty-seven (37) percent of principals surveyed state the services provided by the regional service center in their area is important to the success of the district's programs and operations.

Only nine (9) percent of principals indicate that several of the current services of the regional service centers to districts could be more efficiently and/or effectively provided by USOE. Fourteen (14) percent state several of the current regional service center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities, while 19 percent indicate that several of the current regional service center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources. In addition, 19 percent of districts state several of the current Regional Service Center services to districts duplicate services provided by USOE.

Fifteen (15) percent of principals claim several of the current regional service center services to districts can be provided by the districts or another agency in a more cost-effective manner. Eighteen (18) percent agree or strongly agree services currently provided by regional service centers could be more efficiently and effectively provided by neighboring districts sharing services.

Thirty-six (36) percent of principals agree several services offered by regional service centers in the state are important to the effectiveness of programs serving local district needs, and 33 percent indicate the regional service center in their region is efficient and effective.

Finally, 25 percent of principals surveyed state the regional service center's role in providing services to districts should be expanded. Thirty-three (33) percent of those surveyed indicate the regional service centers are responsive to the service needs of the district, and 37 percent claim the regional service centers provide quality services. Thirty-four (34) percent state regional service centers play an important role in initiating and/or facilitating collaboration between districts with similar needs, and 25 percent indicate the regional service center's operating plan reflects the needs of the district.

3.3 Comparison of Superintendents and Principals Surveys

In this section, the responses given by the two groups are compared. Exhibit 3-1 compares responses given by superintendents and principals to Part B of the surveys. Exhibit 3-2 compares responses for Part C of the surveys, Exhibit 3-3 compares responses for Part E of the surveys, Exhibit 3-4 compares responses for Part F, and so on through Exhibit 3-6, which compares responses to Part H of the surveys. For Parts B, C, D, E, and F, agree and strongly agree responses are combined and compared to

the combined disagree and strongly disagree responses. The neutral and don't know answers are omitted from all exhibits in this section.

In Exhibit 3-1, responses to Part B of the surveys are compared. Superintendents and principals are not in agreement concerning the frequent use of services provided by USOE. Ninety-three (93) percent of superintendents and 75 percent of principals agree that they utilize services frequently. In addition, principals (70 percent) tend to agree less than superintendents (96 percent) that services provided by USOE are useful to the success of their district's programs and operations. Eleven (11) percent of superintendents, compared to 27 percent of principals indicate that many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.

When asked if many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate services, there is a major discrepancy between principals and superintendents. Forty-nine (49) percent of principals are in agreement and only seven (7) percent of superintendents are in agreement. In addition, there is a major difference between the amount of principals and superintendents (44 percent to 11 percent respectively) who feel many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.

A higher percentage of superintendents (82 percent) than principals (65 percent) agree that the USOE is effectively carrying out its constitutional and statutory responsibilities. None of the superintendents surveyed indicate the USOE provides too many programs and services compared to 17 percent of principals who agree with this assertion. However, both superintendents (96 percent) and principals (70 percent) agree in higher numbers that services provided by USOE to districts are important to the success of the Utah public education system. Furthermore, a higher percentage of superintendents (79 percent) than principals (48 percent) agree that current USOE services to districts are efficient and effective.

A greater margin of principals (24 percent) than superintendents (11 percent) agree that USOE's role in providing services to districts should be reduced. In addition, superintendents (85 percent) tend to agree more than principals (58 percent) that the USOE is responsive to the service needs of their district. Also, 93 percent of superintendents compared to 68 percent of principals indicate the USOE provides quality services.

When asked if the USOE has adequately standardized its reporting methodology for school district staff (i.e., state-reporting methodology for school district staff to ensure equitable distribution of resources), both principals and superintendents are comparable (50 percent superintendents and 41 percent principals).

**EXHIBIT 3-1
SUPERINTENDENT AND PRINCIPAL PERCEPTIONS ABOUT SERVICES
PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION**

PART B: SERVICES PROVIDED BY USOE	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.	93/7	75/8
2. The services provided by USOE are useful to the success of our district's programs and operations.	96/0	70/6
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.	11/82	27/35
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	7/74	49/24
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.	11/71	44/36
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.	82/4	65/8
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.	0/64	17/31
8. The services provided by USOE to districts are important to the success of the Utah public education system.	96/4	70/9
9. Current USOE services to districts are efficient and effective.	79/11	48/23
10. USOE's role in providing services to districts should be reduced.	11/82	24/36
11. The USOE is responsive to the service needs of our district.	85/11	58/18
12. USOE provides quality services.	93/4	68/9
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.	50/29	41/20
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.	86/11	70/10
15. Our district needs more assistance from the USOE in providing professional development activities.	57/29	28/30
16. Professional development results in recognized improvements in student performance.	86/4	80/5
17. The state provides sufficient funds to support professional development.	4/93	12/69

**Percent responding agree or strongly agree/disagree or strongly disagree.*

Both superintendents and principals are in agreement on the issue of professional development. Superintendents (4 percent) and principals (12 percent) indicate funds provided by the state to support professional development is insufficient, and 86 percent of superintendents and 80 percent of principals feel professional development results in recognized improvements in student performance. In addition, Fifty-seven (57) percent of superintendents compared to 28 percent of principals state their district needs more assistance from the USOE in providing professional development activities. Finally, 86 percent of superintendents compared to 70 percent of principals indicate professional development decisions in their district are the result of collaborative discussions between district school staff and administrators.

Exhibit 3-2 compares responses to Part C of the surveys. Superintendents and principals responded vastly different when asked if their school district utilizes the following services provided by USOE. Eighty-five (85) percent of superintendents compared to 58 percent of principals indicate they frequently utilize staff development services. Seventy-five (75) percent of superintendents as opposed to 40 percent of principals state they frequently use child nutrition services. Only 53 percent of principals compared to 79 percent of superintendents indicate frequent utilization of student at risk services, and 61 percent of principals as opposed to 93 percent of superintendents claim their districts frequently utilizes services dealing with applied technology education. In addition, a vast gap exists between superintendents and principals (89 percent and 30 percent) when asked if their school district frequently utilizes financial and statistical services.

When asked if USOE provides services in an efficient manner, superintendents and principals surveyed differed in some areas and agreed in others. Sixty-four (64) percent of superintendents compared to 50 percent of principals claim staff development services are efficient. Sixty-one (61) percent of superintendents and 50 percent of principals indicate information systems and technical support services are efficient. Only 31 percent of principals, as opposed to 77 percent of superintendents, claim child nutrition services are efficient, and 57 percent of superintendents compared to 34 percent of principals indicate bilingual education and equity programs are efficient.

In addition, superintendents and principals differ in opinion on the efficiency of at-risk student services, 68 percent of superintendents indicate they are efficient, while only 46 percent of principals agree. For special education services 85 percent of superintendents agree, while 58 percent of principals agree. Furthermore, 82 percent of superintendents as opposed to 50 percent of principals indicate applied technology education is efficient. Lastly, only 30 percent of principals compared to 82 percent of superintendents claim financial and statistical services provided by the USOE are efficient.

Superintendents and principals also disagree when asked if the services provided by USOE help their district accomplish its mission. Seventy-one (71) percent of superintendents compared to 53 percent of principals agree information systems and technical support help their district accomplish its mission. Seventy-five (75) percent of superintendents as opposed to 34 percent of principals agree child nutrition services help their district accomplish its mission. In addition, 68 percent of superintendents compared to 53 percent of principals indicate at-risk student services provided by USOE are useful in helping district achieve their mission.

**EXHIBIT 3-2
SPECIAL PROGRAMS AND TESTING**

PART C: SPECIAL PROGRAMS AND TESTING	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Our school district frequently utilizes the following services provided by USOE in the following areas:		
a. Staff Development	85/7	58/18
b. Information Systems and Technical Support	82/15	68/11
c. Child Nutrition Services	75/11	40/8
d. Bilingual Education/Equity	57/25	50/12
e. Accountability/Assessment/Testing	85/0	84/2
f. Curriculum Development	68/14	69/9
g. Students at Risk	79/11	53/7
h. Special Education	86/0	71/6
i. Applied Technology Education	93/0	61/6
k. Finance and Statistics	89/0	34/9
2. USOE provides the following services in an <i>efficient</i> manner:		
a. Staff Development	64/11	50/12
b. Information Systems and Technical Support	61/18	50/10
c. Child Nutrition Services	77/4	31/6
d. Bilingual Education/Equity	57/11	34/15
e. Accountability/Assessment/Testing	68/11	56/18
f. Curriculum Development	64/14	56/15
g. Students at Risk	68/14	46/9
h. Special Education	85/0	58/11
i. Applied Technology Education	82/4	50/10
k. Finance and Statistics	82/0	30/9
3. Services in the following areas which USOE offers help my district accomplish its mission:		
a. Staff Development	64/14	61/12
b. Information Systems and Technical Support	71/14	53/9
c. Child Nutrition Services	75/4	34/9
d. Bilingual Education/Equity	57/11	42/10
e. Accountability/Assessment/Testing	75/7	69/9
f. Curriculum Development	71/7	60/12
g. Students at Risk	68/11	53/7
h. Special Education	89/0	60/10
i. Applied Technology Education	89/0	52/6
k. Finance and Statistics	89/0	32/10

*Percent responding agree or strongly agree/disagree or strongly disagree.

Finally, 89 percent of superintendents compared to 60 percent of principals agree special education services accomplish their district mission, and 89 percent of superintendents as opposed to 32 percent of principals consider financial and statistical services provided by USOE helpful in reaching their district's mission.

Exhibit 3-3 compares responses to Part E of the survey. When asked if the USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS), 75 percent of superintendents compared to 44 percent of principals agree with this statement. A higher percentage of principals (48 percent) than superintendents (32 percent) indicate that under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance, and the USOE should provide services upon demand. Thirty-nine (39) percent of superintendents and 21 percent of principals disagree with this assertion. In addition, a comparable number of superintendents (69 percent) and principals (62 percent) agree the USOE should be held accountable by the districts for providing needed services, but not for student performance in the districts.

EXHIBIT 3-3 STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).	75/7	44/28
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.	32/39	48/31
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.	69/8	62/19
4. The current management structure of Utah's educational system contains too many management layers.	32/39	48/21
5. Management responsibilities in Utah's educational system are too fragmented.	43/43	44/18

*Percent responding agree or strongly agree/disagree or strongly disagree.

Finally, a higher percentage of principals (48 percent) than superintendents (32 percent) agree that the current management structure of Utah's educational system contain too many management layers (39 percent of superintendents disagree). Also, 43 percent of superintendents to 44 percent of principals agree management responsibilities in Utah's educational system are too fragmented; an equal percentage of superintendents disagree.

Exhibit 3-4 compares responses to Part F of the survey. Superintendents and principals agree in many of the questions asked. Forty-eight (48) percent of superintendents and 39 percent of principals indicate current state rules and regulations are highly effective in ensuring student needs are met at the school level. Sixty-seven (67) percent of superintendents and 56 percent of principals agree current state rules and regulations have significantly increased district and school administrative costs. However, a higher percentage of principals (35 percent) than superintendents (19 percent) indicate current state rules and regulations significantly reduce the ability of their district to meet student needs.

Thirty-seven (37) percent of superintendents and 32 percent of principals indicate state reporting requirements are reasonable, while 26 percent of superintendents and 35 percent of principals disagree with this statement. Sixty-three (63) percent of superintendents compared to 45 percent of principals claim data produced from state reports are useful to their districts in making program and management decisions, and 85 percent of superintendents and 69 percent of principals agree state reporting requirements have increased district administrative costs.

EXHIBIT 3-4 STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.	48/30	39/35
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.	19/70	35/31
3. Current state rules and regulations have significantly increased district and school administrative costs.	67/19	56/10
4. State reporting requirements are reasonable.	37/26	32/35
5. The data produced from state reports are useful to our district in making program and management decisions.	63/22	45/24
6. State reporting requirements have increased district administrative costs.	85/7	69/4
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.	54/19	59/11
8. Current state reporting requirements should be reduced.	70/0	61/12
9. Current state rules and regulations should be replaced with district performance standards.	31/39	47/26
10. The State should concentrate its resources primarily on districts not meeting performance standards.	33/63	31/39
11. Significant duplication currently exists between state paper and electronic reporting.	50/8	51/3
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.	76/12	25/18

*Percent responding agree or strongly agree/disagree or strongly disagree.

A comparable percentage of superintendents (54 percent) and principals (59 percent) indicate current state rules and regulations should be significantly reduced to give schools more management flexibility, and 70 percent of superintendents and 61 percent of principals claim current state reporting requirements should be reduced. In addition, a higher percentage of principals (47 percent) than superintendents (31 percent) indicate current state rules and regulations should be replaced with district performance standards.

Lastly, more superintendents (63 percent to 33 percent) and principals (39 percent to 31 percent) disagree than agree with the statement that the state should concentrate its resources primarily on districts not meeting performance standards. Fifty (50) percent of superintendents and 51 percent of principals agree that significant duplication currently exists between state paper and electronic reporting. Finally, a significant amount of superintendents (76 percent) agree more than principals (25 percent) that the State Board of Education's administrative rules provide support for their districts in areas where our school board policy is silent.

Exhibit 3-5 compares responses to Part G of the surveys. When asked if their district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE, 70 percent of superintendents agree with this statement; however, only 30 percent of principals agree. Eighty-two (82) percent of superintendents compared to 58 percent of principals indicate sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, which should be considered by school districts in Utah.

EXHIBIT 3-5 SHARED SERVICES

PART G: SHARED SERVICES	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.	70/11	30/6
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy, which should be considered by school districts in Utah.	82/15	58/5
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).	74/15	62/6
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.	7/70	4/60

*Percent responding agree or strongly agree/disagree or strongly disagree.

Lastly, a comparable percentage of superintendents (74 percent) and principals (62 percent) indicate the state should encourage districts to reduce costs through shared service arrangements. Finally, over half of superintendents (70 percent) and principals (60 percent) indicate Utah school districts should be encouraged to cooperate in shared services with other school districts.

Exhibit 3-6 compares responses to Part H of the survey. Superintendents and principals are not in agreement on many questions asked. Seventy-four (74) percent of superintendents compared to 43 percent of principals agree that their district frequently utilizes the services provided by their regional service center. Only 37 percent of principals feel the services provided by their regional service center are important to their district's success as opposed to 70 percent of superintendents who agree with this statement. Five (5) percent of superintendents and 14 percent of principals indicate several of the current regional service centers could be more efficiently or effectively provided by other sources such as private vendors or universities.

A slightly lower percentage of superintendents (14 percent) than principals (19 percent) state that districts should be allocated funds to purchase services by private vendors or universities and that these sources would be more effective and efficient. Nine (9) percent of superintendents as opposed to 19 percent of principals indicate several of the current services to districts duplicate services provided by USOE.

Five (5) percent of superintendents compared to 15 percent of principals indicate the districts or another agency can provide several current services of the regional service center in a more cost-effective manner. Five (5) percent of superintendents as opposed to 18 percent of principals state services could be more efficiently and effectively provided by neighboring districts sharing services. Only 36 percent of principals compared to 77 percent of superintendents indicate services offered by regional service centers in the state are important to the effectiveness of programs serving local district needs.

When asked if the regional service center in their region is efficient and effective, 64 percent of superintendents agree compared to 33 percent of principals who agree. Seventy-one (71) percent of superintendents compared to 25 percent of principals agree regional service centers role in providing services to districts should be expanded. Nearly the same percentages responded affirmatively when asked if the regional service centers in their region are responsive to the service needs of their district (superintendents-67 percent; principals-33 percent). Finally, when asked if the regional service center's operating plan reflects the needs of their districts, 63 percent of superintendents agree, while 25 percent of principals disagree.

3.4 Summary of Survey Results

The assessment provided of the USOE differs between superintendents and principals. Superintendents indicate that districts utilize the services of the USOE more than principals feel they do. In addition, superintendents rate the services provided by the USOE higher than principals. However, both are in agreement that more assistance and services are needed for professional development and that its implementation will increase the performance of students. Overall, principals rated child nutrition services, information and technical support, financial and statistical services, and bilingual education and equity services as the most deficient services provided by USOE.

**EXHIBIT 3-6
SERVICES PROVIDED BY REGIONAL SERVICE CENTERS**

PART H: SERVICES PROVIDED BY REGIONAL SERVICE CENTERS	(%A + SA) / (%D + SD)*	
	SUPERINTENDENTS	PRINCIPALS
1. Our district frequently utilizes services provided by our Regional Service Center.	74/9	43/5
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.	70/9	37/5
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.	14/64	9/26
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.	5/59	14/22
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	14/55	19/15
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.	9/50	19/12
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.	5/59	15/16
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.	5/38	18/15
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.	77/0	36/4
10. The Regional Service Center in our region is efficient and effective.	64/14	33/7
11. The Regional Service Center's role in providing services to districts should be expanded.	71/4	25/8
12. The Regional Service Centers in our region is responsive to the service needs of our district.	67/8	33/5
13. The Regional Service Center in our region provides quality services.	75/8	37/4
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.	67/4	34/4
15. The Regional Service Center's operating plan reflects the needs of our district.	63/4	25/8

*Percent responding agree or strongly agree/disagree or strongly disagree.

There are sizeable percentages of superintendents and principals those surveyed, who claim management responsibilities are fragmented and are highly bureaucratic within the Utah education system. In addition, a majority of those surveyed indicate the USOE should be responsible for providing services, but responsibility for student performance relies elsewhere within the district.

The majority of superintendents and principals surveyed claim state rules and regulations are highly effective in ensuring students needs are met at the school level; however, there is a sizeable percentage who disagree with this assessment. Most are in agreement that state rules and regulations have significantly raised school and district expenses. In addition, a majority of superintendents and principals report duplication between electronic and paper reporting is a problem.

Furthermore, most superintendents and principals indicate interest in sharing services and believe it would be cost-effective. They also claim the state should promote shared service arrangements between districts.

Finally, a majority of those surveyed indicate they frequently utilize the services of their regional service center and that they are important to the success of their district's operations. They also assert that several of the services provided are efficient and effective. Also, a majority would like to see the role of regional service centers, in providing services to districts, expanded.

4.0 RESULTS OF THE DIAGNOSTIC REVIEW

4.0 SUMMARY OF THE DIAGNOSTIC REVIEW

4.1 Overview

As part of the USOE Efficiency and Effectiveness Study, the MGT Team gathered input and information through individual and focus groups from various stakeholders.

During the week of July 18, 2001, we interviewed a cross-section of 66 stakeholders including:

Legislators	20
USOE Employees	15
State Board of Education Members	7
<u>Others</u>	<u>24</u>
TOTAL	66

4.2 Summary Of Interviews and Focus Groups

The comments, opinions, and perceptions summarized below represent the input given by various individuals in the personal interviews and focus groups conducted by MGT team members. The summarized comments are grouped by major areas of this study including:

- Overall Management
- Financial Management And Other Administrative Operations
- Instructional Services Management
- Technology
- Personnel (HR) Management/Licensure
- Other Issues

A NOTE OF CAUTION

The findings included in this section are preliminary and, for the most part, are limited to perceptual data. Findings and recommendations included in the final report will be based on documentation and analyses. Therefore, the findings and perceptions included in the pages which follow in Chapter 4 should be considered subjective, and conclusions should not be drawn at this time.

Overall Management

1. The State Superintendent is well respected by legislators, state board members, USOE employees, association leaders.
2. Superintendent Laing has encouraged stakeholder participation and is involving more teachers in statewide committees and decision-making.
3. Applied Technology Centers are no longer under the USOE Associate Superintendent for Applied Technology Services. This responsibility occupied about 50 percent of the associate superintendent's time. Therefore, a reorganization of USOE may be needed especially between general education and vocational/technology education operations, since Applied Technology Centers are now located in higher education. The USOE may run efficiently with three Associate Superintendents.
4. Public Relations efforts between USOE and Legislature need to be improved. The agency needs a more proactive Public Relations operation. A focus on the value added perspective of USOE is lacking, yet the Public Relations Unit in the state agency has three full-time employees.
5. Some umbrella functions for USOE appear to be "buried" within organization (e.g., public relations, strategic planning).
6. Strategic planning does not have broad-based agency perspective. There is an updated USOE Strategic Plan; however, many USOE interviewees were unaware of the update.
7. The Agency Services functions are located within two divisions (e.g., printing, mailroom, and quality assurances are in Planning Division; other functions/operations are in Division of Agency Services).
8. There is a significant turnover in most USOE units; even at the associate superintendent's level.
9. There seems to be a lack of understanding on the part of USOE leaders regarding school finance and effectively dealing with the Legislature in Appropriations Subcommittee meetings.
10. Legislators reported that sometimes representatives from the USOE do not respond to questions in a knowledgeable way --- particularly when a historical perspective is needed.
11. Some legislators report that requests of USOE staff are completely ignored. For example, last year a request of the Instructional Services Division staff to provide data on concurrent enrollment and a proposal for providing equity within the school systems were ignored, and these requests have not been fulfilled to date.
12. There needs to be more streamlining of reports and less duplication of reports that districts are required to submit to the USOE (e.g., transportation reports).

13. The Internal Auditor is directly under State Board of Education (only 1 FTE); are more personnel or external auditing services needed to support this operation?
14. The USOE leadership lacks expertise and historical knowledge of agency operations; this should be corrected considering educational funding consumes approximately 60 percent of the state's resources.

Financial Management and Other Administrative Operations

School Finance and Statistics

1. Financial information prepared for State Board members and others is complex and difficult to understand.
2. There seems to be fairly broad consensus that the School Finance and Statistics Unit is an effective operation that still has considerable room for improvement. Most of those interviewed saw that the School Finance and Statistics Unit of USOE had both a regulatory role as well as a service role. Many comments centered on the realization that additional regulatory safeguards had to be implemented as a result of recent audit problems. Especially critical were object code reports. Object code reporting from districts is needed.
3. The School Finance and Statistics Unit mapping project for its personnel is a great project.
4. The school finance manual is well developed.
5. School districts do not receive prompt responses for data requests. It appears to an outsider that the USOE doesn't know or care about the district's issues.
6. Child Nutrition does not have to be handled at the state-level when districts are capable of doing so.
7. The Utah educational system needs an appropriate audit system that can be accountable for the district's use of funds. A key question is whether the technology is available (and adequate) to generate data-driven reports.

Internal Accounting

1. Little evidence in the agency of effective linkage between planning and budgeting.
2. No real-time budget information is available – these data should be on-line to serve the need of USOE managers. An integrated computer system that provides “live” data to monitor budgets is needed.
3. A major area of concern in the financial management operations was related to technology and financial reporting. At issue is the timeliness of access to financial reports for the budget for the USOE. There were reports of USOE

financial information printouts being months late, especially after the beginning of the new budget year. Additional issues related to concern about the resources necessary to bring on-line financial reporting to districts. Financial printouts are not available on a timely basis. Units keep track of their own budgets because the printouts are so outdated. This is a clear duplication of efforts.

4. The State Board does not get regular financial updates – Board members only receive financial statements once a year. The State Board needs to have more regular financial reports at their meetings in order to be more knowledgeable about the budget.
5. The purchasing process is outdated and still conducted manually.

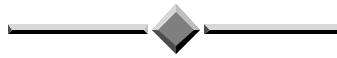


Instructional Services Management

1. There appears to be a lack of effective communication between curriculum specialists and licensure specialists regarding licensure requirements and professional development needs.
2. The responsibilities of educational programs are spread among three divisions in the state agency. Evaluation and assessment functions are separate from curriculum and instruction; vocational/technical education is in a third division.
3. Effective evaluations of educational programs are lacking. Effective measures/accountability assessments for the effectiveness of state education programs are not available. Education programs are created, modified, and terminated without an analysis of their effectiveness.
4. Some senior managers are not sure state agency should have functions for all curriculum and instruction areas – fine arts, character education – Can USOE afford specialists for areas where there are no mandates for services? Some interviewees remarked that many of the resources in the educational program management areas of USOE could be better utilized by school districts and schools if placed within the control of the Regional Service Centers.
5. Testing procedures (UPASS) need improvement. There are too many inconsistencies in testing and 15 different testing companies.
6. There is a fragmentation of the implementation of curricula; more coordination should be conducted with higher education and other training institutions.
7. The Instructional Services unit places too much emphasis on special programs and not enough emphasis on basic education. There is too much of a desire to meet the needs of every child and it is not cost effective.
8. The USOE Special Education leadership is very dictatorial; the unit needs to be more customer-friendly. The Department is unnecessarily adding on to the

burden of federal mandates. The USOE Special Education Board has severely limited communication from stakeholders.

9. The At-Risk Department is not responsive to school districts and, within the unit, there exists a lack of budget understanding.
10. There are few state guidelines or criteria on purchasing new instructional programs.
11. USOE must change its procedures for textbook purchases--- they are ineffective as they now exist. A textbook database is needed to be more accountable for these funds.
12. USOE needs a long-term plan for programmatic decisions instead of asking for immediate Board responses.



Technology

Agency Computer Services

1. Web sites and level of technology with USOE were praised.
2. Networking among schools and within the state agency was commended.
3. The lack of an agency and statewide technology plan has caused lack of systemic implementation of technology statewide.
4. The USOE Agency Computer Services Unit is located within the Internal Accounting Office. Is this placement appropriate?
5. The duplication of technology with manual processes (e.g., budget, purchasing) is a concern.
6. The USOE computer network is frequently down, and the computers need to be upgraded.
7. Staff development is needed for the IT folks to keep up to date. The IT problems are a quantity issue – not quality.
8. Inter-unit communications with technology personnel are poor.
9. Board meetings can now be viewed live on the Internet; this has been beneficial.

District Computer Services

1. The District Computer Services Unit is one of the few departments at USOE that conducts customer-satisfaction surveys and uses the results of the survey to make programmatic changes in services to clients.

2. The District Computer Services Unit provides excellent services to smaller districts.
3. Each school district has a test coordinator, yet the staff in the District Computer Services Department spend an inordinate amount of time correcting information that was incorrect on test score sheets.
4. Legislators want the standardized test results (which are scored in-house at USOE) prior to school dismissing; however, it takes the District Computer Services Unit at least 10 weeks to score the tests and they do not have the staff to fulfill this request. If the test were scored by an outside company, it could take up to six months to get the results as well as cost the state a great deal more money. Further, there are questions regarding test security.
5. The SIS system has been less than satisfactory.



Personnel (HR) Management/Licensure

Personnel (HR) Management

1. The annual personnel evaluation system needs improvement – currently, the evaluation process is based on a pass/fail system.
2. Professional development for USOE employees needs to be improved – more training opportunities (such as general management skills) need to be provided.
3. The Human Resources operation is lean with only 6 FTE.
4. The Payroll function moved three years ago from Accounting to the Human Resources Unit; is this location within the agency appropriate?
5. A lack of cross training of Human Resources employees is a concern.
6. USOE agency turnover is high (21% this year; 11% five years ago). Reasons include low salaries and graying of USOE employees.
7. Some Human Resources functions are housed in other divisions (e.g., ADA, grievances, equity issues).
8. There were some concerns about the quality, and high error rate, in USOE personnel documents. This may be symptomatic of the personnel turnover problem.
9. The USOE needs to have competitive salaries.

Licensure

1. Legislators state that funds are provided to the USOE to support school district professional development; and yet there is no accountability for the use of the funds. There appears to be no focus for the use of professional development funds within the state.
2. The USOE, with monetary support from the Legislature and staff support from higher education, needs to strengthen its efforts to provide staff training to all corners of the state --- not on a one-time effort basis.
3. The state licensure system is now well automated – consequently, USOE has been more accountable on tracking assignments and credentials.
4. Some constituents have issues with licensing; the unit is understaffed. Further, it takes too long to receive certifications.
5. Should state licensure function be move to the State Department of Professional Regulation?



Other Issues

1. The role and mission of USOE is not clearly defined. In most cases, Statute 53A does not give specific authority for monitoring and compliance to USOE. USOE has no policies or operating procedures which link statutes and state board rules to agency operations; (except for Internal Accounting, Finance and a few other discrete areas); therefore, in most operational areas, the agency is caught (e.g., textbooks) when USOE fails to act in regulatory manner.
2. The Legislature is providing mixed signals to the State Board/USOE --- requiring greater accountability and also promoting greater home rule at the local level. With greater accountability (and more rules and regulations being set by state and federal mandates) can the opportunities for home rule and local district/school/teachers decision-making be accommodated?
3. The perception exists that the agency is too reactive and not proactive in making improvements; also USOE needs to be more customer service-oriented.
4. Team work within the agency may need to be fostered – Supervisors appear to be working as independent managers in several cases. The Executive Committee and Administrative Council are not being used effectively to foster team work.
5. No one in the agency is responsible for coordinating with Regional Service Centers -- therefore, everyone does it. No way to systematically ascertain

- potential duplication of USOE and regional center services. The roles and responsibilities of centers are not clearly understood.
6. The Regional Service Centers should be monitored by the USOE; there is little collaboration and some duplication of efforts.
 7. The State Board of Education should develop a better relationship with the Governor and Legislature when estimating the education budget—the three units need to be working collaboratively in order to make the system work. However, the relationships among the State Board of Education, USOE, Legislature and Governor have improved under Superintendent Laing --- quarterly meetings are now held. The State Board is becoming more interactive with the Legislators, the Governor, and business leaders, but more action is necessary to rebuild trust.
 8. The orientation for new State Board members described as an effective process.
 9. The State Board is entitled to more information, monthly reports, and adequate time to study data before making decisions.
 10. The state audits speak for themselves; there has been a lack of accountability and failure to keep proper records on the part of USOE.
 11. The USOE is not implementing laws that Legislators have passed; (i.e. the Prevention Dimension Committee passed a law that every district will have safety policies—to date not all districts have safety policies). There are some programs that must be enforced statewide for consistency with no exceptions or no local choice in the matter.
 12. There are no limitations on amounts that USOE staff can spend on office supplies.
 13. There are no repercussions for school districts who do not follow state mandates; either USOE needs to have a rule and enforce it or do not have the rule.
 14. Larger school districts such as Alpine, Jordan, Salt Lake City and Provo do not need the USOE to design their programs and provide training; they are capable and willing to do this with their own staff.
 15. The state spent funds developing a model Drug Awareness Program which all districts could (and should use); however, some districts have chosen to implement the DARE Program instead. The USOE does not have a set of standards districts must abide by before being allowed to purchase or implement a program.
 16. There was some concern about USOE staff becoming too involved in setting public policy, especially controversial issues, rather than allowing the State Board to set policy.

17. There are some concerns about the quality of legal advice and the lack of interface with the Legislature from the USOE Legal Unit.
18. The USOE needs to improve public relations with school districts. Districts need to be aware of how they can make good use of state agency resources.
19. The USOE needs to do a better job of promoting what the agency is doing well to the public and the Legislature. The USOE should seek a partnership with and support from the Legislature.
20. The State Board should be more involved “early on” at a grass roots level of committee work.
21. Legislative mandates too often collide with the broad-based committee input process used by the USOE.

APPENDICES

APPENDIX A:
SURVEY INSTRUMENTS

APPENDIX A SURVEY INSTRUMENTS

SUPERINTENDENT'S SURVEY

This questionnaire is an important part of a comprehensive assessment of the Utah State Office of Education being conducted by MGT of America, Inc. The study is being conducted to make improvements in efficiency and effectiveness of the state agency.

Your input is a critical part of this review. Hence, your assistance in completing the questionnaire and returning it in the enclosed self-addressed and stamped envelope by July 16, 2001 will be greatly appreciated.

Please note that items are printed on the front and back of each page. Please read each question or statement carefully and give us your candid answer. **ALL RESPONSES WILL BE TREATED CONFIDENTIALLY.**

PART A: INFORMATION ABOUT YOUR SCHOOL DISTRICT

1. 2000-01 average daily membership (ADM): _____ ADM
2. Number of schools in your school district: _____ SCHOOLS
3. Circle the Regional Service Center which serves your district. CUES NUES SESC SWEC
(If your district is not served by a Regional Service Center, circle N/A N/A
and do not complete Part H below).

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.						
2. The services provided by USOE are useful to the success of our district's programs and operations.						
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.						
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.						
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.						
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.						
8. The services provided by USOE to districts are important to the success of the Utah public education system.						
9. Current USOE services to districts are efficient and effective.						
10. USOE's role in providing services to districts should be reduced.						
11. The USOE is responsive to the service needs of our district.						
12. USOE provides quality services.						
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.						
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.						
15. Our district needs more assistance from the USOE in providing professional development activities.						
16. Professional development results in recognized improvements in student performance.						
17. The state provides sufficient funds to support professional development.						

18. List three USOE services you consider to be most valuable to your district (if any).

(1)

(2)

(3)

19. List three USOE services currently being provided to your district which should be improved (if any).
- (1) _____
- (2) _____
- (3) _____
20. List three USOE services currently being provided to your district which should be eliminated or provided by other sources such as vendors or universities (if any).
- (1) _____
- (2) _____
- (3) _____
21. List three additional services you would like to see provided by the USOE to your district.
- (1) _____
- (2) _____
- (3) _____

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						

PART D: IDEAS FOR IMPROVING THE COST EFFECTIVENESS OF SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please list below any suggestions you have for decreasing costs, improving the level of services or technical support, providing additional services, strengthening monitoring roles, etc. for USOE. Attach additional pages, if necessary.

1. _____

2. _____

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).						
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.						
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.						
4. The current management structure of Utah's educational system contains too many management layers.						
5. Management responsibilities in Utah's educational system are too fragmented.						

6. What accountability role do you think the USOE should perform in educating the state's students?

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.						
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.						
3. Current state rules and regulations have significantly increased district and school administrative costs.						
4. State reporting requirements are reasonable.						
5. The data produced from state reports are useful to our district in making program and management decisions.						
6. State reporting requirements have increased district administrative costs.						
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.						
8. Current state reporting requirements should be reduced.						
9. Current state rules and regulations should be replaced with district performance standards.						
10. The State should concentrate its resources primarily on districts not meeting performance standards.						
11. Significant duplication currently exists between state paper and electronic reporting.						
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.						

13. Please list specific state rules and regulations or reporting requirements you believe should be eliminated or modified.

14. Please list any new state rules or reporting requirements that should be added.

PART G: SHARED SERVICES

1. Do you currently share either instructional or operational services _____ Yes _____ No
(e.g., exceptional student services, purchasing, transportation) with other school districts in your region.
2. IF YES, list the services which are shared.
 - (1) _____
 - (2) _____
 - (3) _____

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.						
2. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.						
3. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).						
4. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.						

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our district frequently utilizes services provided by our Regional Service Center.						
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.						
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.						
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.						
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.						
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.						
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.						
10. The Regional Service Center in our region is efficient and effective.						
11. The Regional Service Center's role in providing services to districts should be expanded.						
12. The Regional Service Centers in our region is responsive to the service needs of our district.						
13. The Regional Service Center in our region provides quality services.						
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.						
15. The Regional Service Center's operating plan reflects the needs of our district.						

PLEASE RETURN YOUR COMPLETED SURVEY BY July 16, 2001 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:

**MGT of America, Inc.
Post Office Box 16399
Tallahassee, Florida 32317-9878**

THANK YOU FOR YOUR COOPERATION!

PRINCIPAL'S SURVEY

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Your input is a critical part of this review. Hence, your assistance in completing the questionnaire and returning it in the enclosed self-addressed and stamped envelope by July 16, 2001 will be greatly appreciated.

Please note that items are printed on the front and back of each page. Please read each question or statement carefully and give us your candid answer. **ALL RESPONSES WILL BE TREATED CONFIDENTIALLY.**

PART A: INFORMATION ABOUT YOUR SCHOOL

1. District in which your school is located: _____ DISTRICT
2. 2000-01 average daily membership (ADM) at your school: _____ ADM
3. Type of School: (circle one) ELEMENTARY MIDDLE HIGH OTHER
4. Circle the Regional Service Center which serves your district. CUES NUES SESC SWEC
(If your district is not served by a Regional Service Center, circle N/A N/A
and do not complete Part H below).

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.						
2. The services provided by USOE are useful to the success of our district's programs and operations.						
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.						
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.						
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.						
8. The services provided by USOE to districts are important to the success of the Utah public education system.						
9. Current USOE services to districts are efficient and effective.						
10. USOE's role in providing services to districts should be reduced.						
11. The USOE is responsive to the service needs of our district.						
12. USOE provides quality services.						
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.						
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.						
15. Our district needs more assistance from the USOE in providing professional development activities.						
16. Professional development results in recognized improvements in student performance.						
17. The state provides sufficient funds to support professional development.						

18. List three USOE services you consider to be most valuable to your district (if any).

- (1) _____
- (2) _____
- (3) _____

19. List three USOE services currently being provided to your district which should be improved (if any).

- (1) _____
- (2) _____
- (3) _____

20. List three USOE services currently being provided to your district which should be eliminated or provided by other sources such as vendors or universities (if any).

(1) _____

(2) _____

(4) _____

21. List three additional services you would like to see provided by the USOE to your district.

(1) _____

(2) _____

(3) _____

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development						
b. Information Systems and Technical Support						
c. Child Nutrition Services						
d. Bilingual Education/Equity						
e. Accountability/Assessment/Testing						
f. Curriculum Development						
g. Students at Risk						
h. Special Education						
i. Applied Technology Education						
k. Finance and Statistics						
l. Other (please identify) _____						
m. Other (please identify) _____						

PART D: IDEAS FOR IMPROVING THE COST EFFECTIVENESS OF SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please list below any suggestions you have for decreasing costs, improving the level of services or technical support, providing additional services, strengthening monitoring roles, etc. for USOE. Attach additional pages, if necessary.

1. _____

2. _____

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).						
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.						
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.						
4. The current management structure of Utah's educational system contains too many management layers.						
5. Management responsibilities in Utah's educational system are too fragmented.						

6. What accountability role do you think the USOE should perform in educating the state's students?

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.						
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.						
3. Current state rules and regulations have significantly increased district and school administrative costs.						
4. State reporting requirements are reasonable.						
5. The data produced from state reports are useful to our district in making program and management decisions.						
6. State reporting requirements have increased district administrative costs.						
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.						
8. Current state reporting requirements should be reduced.						
9. Current state rules and regulations should be replaced with district performance standards.						
10. The State should concentrate its resources primarily on districts not meeting performance standards.						
11. Significant duplication currently exists between state paper and electronic reporting.						
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.						

13. Please list specific state rules and regulations or reporting requirements you believe should be eliminated or modified.

14. Please list any new state rules or reporting requirements that should be added.

PART G: SHARED SERVICES

1. Do you currently share either instructional or operational services _____ Yes _____ No
(e.g., exceptional student services, purchasing, transportation) with other school districts in your region.
2. IF YES, list the services which are shared.
 - (1) _____
 - (2) _____
 - (3) _____

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.						
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.						
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).						
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.						

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
1. Our district frequently utilizes services provided by our Regional Service Center.						
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.						
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.						
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.						

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable

	SA	A	N	D	SD	DK/NA
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.						
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.						
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost-effective manner.						
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.						
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.						
10. The Regional Service Center in our region is efficient and effective.						
11. The Regional Service Center's role in providing services to districts should be expanded.						
12. The Regional Service Centers in our region is responsive to the service needs of our district.						
13. The Regional Service Center in our region provides quality services.						
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.						
15. The Regional Service Center's operating plan reflects the needs of our district.						

PLEASE RETURN YOUR COMPLETED SURVEY BY July 16, 2001 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:

**MGT of America, Inc.
Post Office Box 16399
Tallahassee, Florida 32317-9878**

THANK YOU FOR YOUR COOPERATION!

APPENDIX B:
SURVEY RESULTS

APPENDIX B
SURVEY RESULTS FOR QUANTIFIABLE DATA
SUPERINTENDENT'S SURVEY

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.	61	32	0	7	0	0
2. The services provided by USOE are useful to the success of our district's programs and operations.	64	32	4	0	0	0
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.	0	11	7	46	36	0
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	4	4	15	44	30	4
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.	4	7	14	32	39	4
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.	50	32	14	4	0	0
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.	0	0	25	50	14	11
8. The services provided by USOE to districts are important to the success of the Utah public education system.	54	43	0	4	0	0
9. Current USOE services to districts are efficient and effective.	29	50	11	11	0	0
10. USOE's role in providing services to districts should be reduced.	0	11	4	46	36	4
11. The USOE is responsive to the service needs of our district.	37	48	4	11	0	0
12. USOE provides quality services.	40	54	4	4	0	0
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.	4	46	14	29	0	7

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.	25	61	4	11	0	0
15. Our district needs more assistance from the USOE in providing professional development activities.	14	43	14	29	0	0
16. Professional development results in recognized improvements in student performance.	39	46	11	0	4	0
17. The state provides sufficient funds to support professional development.	4	0	4	48	44	0

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
a. Staff Development	26	59	7	7	0	0
b. Information Systems and Technical Support	37	44	4	7	7	0
c. Child Nutrition Services	29	46	7	7	4	7
d. Bilingual Education/Equity	18	39	18	18	7	0
e. Accountability/Assessment/Testing	56	30	15	0	0	0
f. Curriculum Development	36	32	18	14	0	0
g. Students at Risk	25	54	11	11	0	0
h. Special Education	54	32	14	0	0	0
i. Applied Technology Education	54	39	7	0	0	0
k. Finance and Statistics	57	32	11	0	0	0
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development	11	54	25	11	0	0
b. Information Systems and Technical Support	11	50	21	7	11	0
c. Child Nutrition Services	19	58	15	4	0	4

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
d. Bilingual Education/Equity	11	46	32	7	4	0
e. Accountability/Assessment/Testing	21	46	21	11	0	0
f. Curriculum Development	21	43	21	14	0	0
g. Students at Risk	21	46	18	14	0	0
h. Special Education	26	59	15	0	0	0
i. Applied Technology Education	43	39	14	4	0	0
k. Finance and Statistics	32	50	18	0	0	0
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development	21	43	21	14	0	0
b. Information Systems and Technical Support	29	43	14	11	4	0
c. Child Nutrition Services	29	46	18	4	0	4
d. Bilingual Education/Equity	18	39	32	7	4	0
e. Accountability/Assessment/Testing	29	46	18	7	0	0
f. Curriculum Development	32	39	21	7	0	0
g. Students at Risk	25	43	21	7	4	0
h. Special Education	36	54	11	0	0	0
i. Applied Technology Education	46	43	11	0	0	0
k. Finance and Statistics	43	46	11	0	0	0

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).	25	50	18	4	4	0
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.	11	21	18	29	11	11

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.	15	54	19	8	0	4
4. The current management structure of Utah's educational system contains too many management layers.	18	14	25	29	11	4
5. Management responsibilities in Utah's educational system are too fragmented.	11	32	11	32	11	4

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.	4	44	22	22	7	0
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.	0	19	11	67	4	0
3. Current state rules and regulations have significantly increased district and school administrative costs.	19	48	11	19	0	4
4. State reporting requirements are reasonable.	4	33	37	19	7	0
5. The data produced from state reports are useful to our district in making program and management decisions.	7	56	15	19	4	0
6. State reporting requirements have increased district administrative costs.	22	63	7	7	0	0
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.	19	35	23	19	0	4
8. Current state reporting requirements should be reduced.	15	56	30	0	0	0
9. Current state rules and regulations should be replaced with district performance standards.	4	27	27	31	8	4
10. The State should concentrate its resources primarily on districts not meeting performance standards.	13	21	4	54	8	0
11. Significant duplication currently exists between state paper and electronic reporting.	8	42	31	8	0	12
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.	32	44	8	12	0	4

PART G: SHARED SERVICES

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.	19	52	19	7	4	0
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.	22	59	4	15	0	0
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).	15	59	11	7	7	0
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.	0	7	22	33	37	0

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our district frequently utilizes services provided by our Regional Service Center.	52	22	9	9	0	9
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.	39	30	13	9	0	9
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.	5	9	14	55	9	9
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.	0	5	23	41	18	14
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	0	14	23	36	18	9
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.	0	9	27	36	14	14

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.	0	5	23	46	14	14
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.	0	5	38	24	14	19
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.	32	46	14	0	0	9
10. The Regional Service Center in our region is efficient and effective.	41	23	14	14	0	9
11. The Regional Service Center's role in providing services to districts should be expanded.	29	42	17	4	0	8
12. The Regional Service Centers in our region is responsive to the service needs of our district.	42	25	17	4	4	8
13. The Regional Service Center in our region provides quality services.	38	38	8	8	0	8
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.	42	25	21	4	0	8
15. The Regional Service Center's operating plan reflects the needs of our district.	33	29	21	0	4	13

PRINCIPAL'S SURVEY

PART B: PERCEPTIONS ABOUT SERVICES PROVIDED BY THE UTAH STATE OFFICE OF EDUCATION (USOE)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes services (e.g., information and technical support) provided by USOE.	22	53	12	7	1	5
2. The services provided by USOE are useful to the success of our district's programs and operations.	14	56	20	5	2	4
3. Many of the current USOE services to districts could be more effectively and efficiently provided by other sources such as private vendors, universities, regional service centers, district consortiums, etc.	2	25	25	25	10	13
4. Many of the current USOE services to districts could be more effectively and efficiently provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	18	30	21	19	5	7
5. Many of the current USOE services to districts duplicate services already provided by the districts themselves or other entities.	10	34	17	28	8	4
6. The USOE is effectively carrying out its constitutional and statutory responsibilities.	14	52	21	6	2	6
7. The USOE provides too many programs and services outside its constitutional and statutory responsibilities.	1	16	32	26	5	20
8. The services provided by USOE to districts are important to the success of the Utah public education system.	16	54	19	8	1	2
9. Current USOE services to districts are efficient and effective.	5	43	26	20	2	4
10. USOE's role in providing services to districts should be reduced.	5	18	34	28	9	6
11. The USOE is responsive to the service needs of our district.	8	50	16	15	3	8
12. USOE provides quality services.	11	57	21	8	2	2
13. The USOE has adequately standardized its reporting methodology for school district staff (i.e., state reporting methodology for textbooks, class size and/or student-to-teacher ratios, etc.) to ensure equitable distribution of resources.	4	37	24	18	2	16
14. Professional development decisions in our district are the result of collaborative discussions between district and school staff and administrators.	19	51	12	8	2	8

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
15. Our district needs more assistance from the USOE in providing professional development activities.	5	23	36	27	2	6
16. Professional development results in recognized improvements in student performance.	30	50	12	4	1	4
17. The state provides sufficient funds to support professional development.	1	12	13	39	30	5

PART C: SPECIAL PROGRAMS AND TESTING

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our school district frequently utilizes the following services provided by USOE in the following areas:						
a. Staff Development	6	50	17	17	2	8
b. Information Systems and Technical Support	12	55	9	11	2	12
c. Child Nutrition Services	6	33	19	8	2	32
d. Bilingual Education/Equity	3	46	17	12	2	21
e. Accountability/Assessment/Testing	26	57	6	2	2	8
f. Curriculum Development	10	56	13	9	4	9
g. Students at Risk	6	46	22	7	2	17
h. Special Education	13	57	11	6	1	13
i. Applied Technology Education	10	50	13	6	2	19
k. Finance and Statistics	5	27	19	9	4	36
2. USOE provides the following services in an <i>efficient</i> manner:						
a. Staff Development	8	41	23	12	2	14
b. Information Systems and Technical Support	9	40	19	10	3	20
c. Child Nutrition Services	5	26	30	6	2	32
d. Bilingual Education/Equity	1	32	27	14	2	23
e. Accountability/Assessment/Testing	9	43	17	17	8	6

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
f. Curriculum Development	6	49	18	15	2	10
g. Students at Risk	6	39	25	9	3	18
h. Special Education	10	46	14	10	2	16
i. Applied Technology Education	6	44	18	10	1	21
k. Finance and Statistics	4	25	21	8	2	40
3. Services in the following areas which USOE offers help my district accomplish its mission:						
a. Staff Development	12	48	15	12	2	11
b. Information Systems and Technical Support	11	42	17	9	2	20
c. Child Nutrition Services	7	27	25	9	2	31
d. Bilingual Education/Equity	4	37	27	10	2	21
e. Accountability/Assessment/Testing	18	49	12	9	3	10
f. Curriculum Development	10	49	14	12	2	14
g. Students at Risk	7	45	19	7	2	20
h. Special Education	11	48	11	10	1	19
i. Applied Technology Education	7	44	19	6	1	23
k. Finance and Statistics	8	24	22	10	0	37

PART E: STATEWIDE ACCOUNTABILITY AND ORGANIZATIONAL STRUCTURE

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. The USOE is providing appropriate assistance to school districts in implementing the Utah Performance Assessment System for Students (UPASS).	6	38	20	17	11	9
2. Under the concept of site-based management, only the districts and each school in the district should be held accountable for student performance; the USOE should provide services upon demand.	8	40	17	25	6	5

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. The USOE should be held accountable by the districts for providing needed services, but not for student performance in districts.	12	50	16	17	2	3
4. The current management structure of Utah's educational system contains too many management layers.	14	34	21	17	4	11
5. Management responsibilities in Utah's educational system are too fragmented.	15	29	24	13	6	14

PART F: STATE RULES, REGULATIONS, AND REPORTING REQUIREMENTS

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Current state rules and regulations are highly effective in ensuring that student needs are met at the school level.	4	35	23	32	3	4
2. Current state rules and regulations significantly reduce the ability of our district to meet student needs.	6	30	27	29	2	7
3. Current state rules and regulations have significantly increased district and school administrative costs.	20	37	19	8	2	15
4. State reporting requirements are reasonable.	0	32	28	28	7	6
5. The data produced from state reports are useful to our district in making program and management decisions.	4	41	25	21	3	6
6. State reporting requirements have increased district administrative costs.	20	49	13	2	2	14
7. Current state rules and regulations should be significantly reduced to give schools more management flexibility.	16	43	24	10	1	6
8. Current state reporting requirements should be reduced.	16	45	20	11	1	8
9. Current state rules and regulations should be replaced with district performance standards.	12	35	22	22	5	5
10. The State should concentrate its resources primarily on districts not meeting performance standards.	2	29	26	34	5	4
11. Significant duplication currently exists between state paper and electronic reporting.	13	38	25	3	0	21
12. The State Board of Education administrative rules provide support for our district in areas where our school board policy is silent.	4	21	27	16	2	31

PART G: SHARED SERVICES

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
3. Our district would be interested in cooperating directly with other districts in sharing more services, in addition to the Regional Service Center or USOE.	4	26	28	5	1	36
4. Sharing operational or instructional services through a cooperative arrangement in a region is a cost-effective strategy which should be considered by school districts in Utah.	8	50	19	4	1	18
5. The state should encourage districts to reduce costs through shared service arrangements (e.g., purchasing, transportation).	9	53	16	5	1	17
6. Utah school districts should <u>not</u> be encouraged to cooperate in shared services with other school districts.	0	4	20	42	17	17

PART H: PERCEPTIONS ABOUT SERVICES PROVIDED BY REGIONAL SERVICE CENTERS (For Those Districts Served By A Regional Service Center Only)

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
1. Our district frequently utilizes services provided by our Regional Service Center.	12	31	12	5	0	40
2. The services provided by our Regional Service Center are important to the success of our district's programs and operations.	11	27	16	5	0	41
3. Several of the current Regional Service Center services to districts could be more efficiently and/or effectively provided by USOE.	0	9	19	19	8	46
4. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by other sources such as private vendors or universities.	2	12	17	15	6	48
5. Several of the current Regional Service Center services could be more efficiently and/or effectively provided by allocating the dollars to districts and allowing them to purchase services from the most appropriate sources.	6	13	23	10	4	44
6. Several of the current Regional Service Center services to districts duplicate services provided by USOE.	3	16	23	10	3	45

Please indicate with an "X" your level of agreement or disagreement with the following statements. SA = Strongly Agree, A = Agree, N = Neither Agree nor Disagree, D = Disagree, SD = Strongly Disagree, and DK/NA = Don't Know/Not Applicable	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK/NA (%)
7. Several of the current Regional Service Center services to the districts can be provided by the districts or another agency in a more cost- effective manner.	3	12	23	14	3	45
8. Several services currently provided by Regional Service Center could be more efficiently and effectively provided by neighboring districts sharing services.	3	15	22	11	4	44
9. Several services offered by Regional Service Centers in the state are important to the effectiveness of programs serving local district needs.	7	29	18	4	0	42
10. The Regional Service Center in our region is efficient and effective.	7	26	16	4	3	44
11. The Regional Service Center's role in providing services to districts should be expanded.	4	21	26	7	1	41
12. The Regional Service Centers in our region is responsive to the service needs of our district.	7	26	22	4	1	40
13. The Regional Service Center in our region provides quality services.	7	31	17	4	0	41
14. Regional Service Centers play an important role in initiating and/or facilitating collaboration between districts with similar needs.	4	30	20	3	1	43
15. The Regional Service Center's operating plan reflects the needs of our district.	4	21	22	7	1	46